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ABSTRACT

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program in independent living at the high school level. It contains materials for a 2-semester consumer home economics course, based on the North Carolina Vocational Education Program of Studies (revised 1992); it is designed to help students make informed choices for their lives during the first 5 years after high school. The nine units of the curriculum cover the following topics: interpersonal relationships, parenting decisions, managing resources, clothing decisions, leadership and citizenship, financial decisions, decisions for healthy food choices, housing decisions, and career decisions. Each unit contains the following. competencies, objectives, teaching outline keyed to teaching strategies and learning activities, and suggested resources, with addresses. The guide also includes a course blueprint. (KC)

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INDEPENDENT LIVING

7025

Curriculum Guide

ISSUED BY
HOME ECONOMICS EDUCATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION SERVICES
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA
AUGUST 1992

Activities and procedures within
the Division of Vocational and Technical Educational Services are
governed by the philosophy of simple fairness to all.
Therefore, the policy of the Division is that all operations will
be performed without regard to race, sex, color, national origin, or handicap.

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FOREWARD

This new curriculum guide, Independent Living, will help students make informed choices for their lives the first five years after high school.

The Independent Living curriculum teaches students about the obligations and responsibilities which are part of assuming adult roles in society. Communication and leadership skills are used in maintaining interpersonal relationships and becoming productive employees. Selecting appropriate housing, preparing nutritious meals, and caring for clothing are necessary skills in daily living. Students to learn, plan, implement, and evaluate their decisions as they manage their financial and environmental resources. Understanding all of these topics can enable students to become better consumers, parents, and citizens in the 90's.

This curriculum helps students build and strengthen their foundations in the basic skills. Students apply what they learn in math, social studies, science, and communication as they work on the practical problems in creating and maintaining a quality environment for themselves and their families.

We hope this guide will be helpful to you and your students.

Bob Etheridge

Bob Etheridge
State Superintendent

ACKNOWLEDGEMENTS

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Rebecca B. Payne, CHE
State Consultant

INTRODUCTION

Independent Living is a semester or year-long Consumer Home Economics course offered to students in grades 11 and 12. The following course description is from the Program of Studies, Revised 1992 by the Division of Vocational and Technical Education Services, North Carolina Department of Public Instruction.

HE 7025 (S-1 or Y-1) Credit: 1/2 unit or 1 unit Grades: 9-12

Semester 1: This course prepares students for the first five years of life after high school. Course units include interpersonal relationships, parenting decisions, managing resources, and clothing decisions. The unifying concepts for the year are wellness, consumer education, work preparedness, communication, and decision making.
Prerequisite: None

Semester 2: The second semester continues the focus on life after high school. Students learn the obligations and responsibilities of assuming adult roles in society. Course units include financial decisions, decisions for healthy food choices, housing decisions, and career decisions. Throughout the year, students focus on planning, management, finances, technical and production skills, technology, labor and community issues, and health/safety/environmental issues.
Prerequisites: Independent Living Semester 1

The Independent Living curriculum was developed to address North Carolina priorities, social issues, all aspects of the industry, and basic skills. The matrix on page vii identifies competencies with activities supporting these areas.

COMPETENCIES

N. C. PRIORITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Consumer education			•	•	•				•	•	•	•		•			•	•	•	•	•	•	•		
Interpersonal relationships	•	•	•	•	•	•	•	•	•				•		•	•		•		•	•	•	•	•	•
Thinking skills	•	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	•	•	•	•	•		•
Work preparedness	•		•	•	•		•			•			•	•	•	•				•	•			•	•
SOCIAL ISSUES																									
Changing family patterns	•	•	•	•	•	•		•												•	•	•	•		
Economic gaps		•	•	•	•	•		•	•	•	•							•		•	•	•	•	•	
Elderly population	•	•	•	•	•	•														•		•	•		
Global awareness		•	•	•	•		•		•		•	•								•	•		•		
Homelessness		•		•	•					•												•	•		
Technology	•		•	•	•	•			•	•	•	•					•			•	•		•	•	•
Teen pregnancy	•	•	•	•	•	•	•	•																	
ALL ASPECTS OF INDUSTRY																									
Community issues	•			•	•	•		•	•	•			•	•		•				•	•	•	•		
Environmental issues					•		•		•		•	•								•		•	•		
Finances	•			•		•	•	•	•	•	•						•	•	•	•		•	•		
Health issues				•	•	•	•	•	•									•		•	•	•	•		
Labor issues	•			•																	•	•	•		•
Management	•		•	•			•		•	•			•	•	•	•		•		•	•	•	•	•	•
Planning	•			•			•		•	•		•		•	•	•		•		•	•	•	•	•	•
Production skills																				•	•				•
Safety issues				•	•		•	•	•										•	•		•	•		
Technical skills					•			•		•					•	•						•	•		•
BASIC SKILLS																									
Arts		•	•	•	•	•		•			•	•	•								•	•	•		
Communications	•	•	•	•	•	•	•	•				•	•		•	•				•	•	•	•		•
Health/safety	•	•	•	•	•	•	•	•	•			•							•	•	•	•	•		
Math	•		•	•			•			•							•	•		•		•	•		
Science			•		•		•	•	•			•									•		•		
Social studies	•	•		•	•	•	•	•	•				•	•		•				•	•	•	•	•	
Vocational education	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

VoCATS
Course Blueprint

Home Economics Education

Course Name: Independent Living
Course Number: 7025

North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

Division of Vocational and Technical Education Services
Home Economics Education
Raleigh, North Carolina **Summer 1992**

5/22/92

VoCATS Course Blueprint

A course blueprint is a document laying out the scope of the curriculum for a given course/program.
Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of the units and competencies, the weight or relative importance of the objective within the course or unit, and the recommended number of hours to be devoted to each.
The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid tests.
The material that appears in this blueprint replaces the contents of the Teacher Handbook developed in 1985.
For additional information about this blueprint, contact program area staff. For additional information about the Vocational Competency Achievement Tracking System, contact program area staff or the Program Support Unit, Division of Vocational and Technical Education Services, 116 West Edenton Street, Raleigh, North Carolina 27603-1712 919/733-1526.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column Information
1	Seq Day1	Blank column reserved for local sequencing; Day 1-for use in noting first day of instruction for this unit, competency, and/or objective.
2	Test Pts	Blank column for use in recording number of points calculated to be on tests (Pre-Interim-Post). Calculations are based on the percent in Columns 4 and/or 5.
3	Time Hrs	Shows **suggested** amount of time needed for instruction and learning. For example, 2.5 is read as 2 1/2 hours.
4	UNIT Weight	A percentage indicates the relative importance or weight of each competency within a specific unit or each objective within a specific unit. Information in Column 4 is used to plan the yearly calendar of work and as a Test Blueprint for interim tests.
5	COURSE Weight	A percentage indicates the relative importance or weight of each unit within the total course or program, each competency within the total course or program, or each objective within the total course or program. Information in Column 5 is used to plan the yearly calendar of work and as a Test Blueprint for pretests and posttests.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive 1,2,3; P=Psychomotor; A=Affective.)
7	Related Skill Area	Related Skills codes: A=Arts; C=Communications; H=Health/Safety; J=JTPA; M=Math; SC=Science; SS=Social Studies; V=Vocational (or AG/BE/HE/HO/ME/TE/TI/CX).
8	Level	Level 1, 2, or 1-2; NA=Not Applicable
9	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated Core must be included in the yearly calendar of work.
10	Comp# Obj.#	Comp=Competency number (three digits); Obj=Objective number (competency number plus two-digit objective number).
11	Unit Titles/ Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The student will be able to. . ." (The stem appears once in Column 11.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.

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HOME ECONOMICS EDUCATION

COURSE BLUEPRINT for 7025 CIP# 20 0104): INDEPENDENT LIVING

[Course Length: 1 year; Class Length: 1 period]

Teacher: **School:** **LEA:**

Class Period(s): Circle 1st 2nd 3rd 4th 5th 6th 7th **Room .** **School Year: 199 -199 .**

Seq. Day 1	Test Pts.	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Related Skill Area	Level	Core Supp	Comp# Obj.#	Unit Titles / Competency and Objective Statements (The student will be able to:)
1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7025 [Summer 1992] Page 1
		180.0		100.0%						**INDEPENDENT LIVING**
		90.0		50.0%						**SEMESTER 1**
		36.0	100.0%	20.0%					A	**INTERPERSONAL RELATIONSHIPS**
		4.0	11.2%	2.2%	C2	CIHISSIV	1	Core	**001.00**	**Explain the various roles of an adult.**
		2.0	5.6%	1.1%	C1	CIHISSIV	1	Core	001.01	Identify factors that contribute to development of a person.
		2.0	5.6%	1.1%	C2	CIHISSIV	1	Core	001.02	Relate adult roles and responsibilities to societal trends.
		7.0	19.5%	3.9%	C3PA	CISSIV	1	Core	**002.00**	**Apply types of communication.**
		3.0	8.3%	1.7%	C1	CISSIV	1	Core	002.01	Recognize types of communication.
		2.0	5.6%	1.1%	C3A	CISSIV	1	Core	002.02	Determine effective communication skills.
		2.0	5.6%	1.1%	C3PA	CISSIV	1	Core	002.03	Apply communication skills to conflict resolution.
		7.0	19.4%	3.9%	C3PA	CISSIV	1	Core	**003.00**	**Use the decision-making process.**
		1.0	2.7%	.6%	C2	CISSIV	1	Core	003.01	Explain the decision-making process.
		2.0	5.6%	1.1%	C3	CISSIV	1	Core	003.02	Determine the impact of peer pressure on decision-making.
		4.0	11.1%	2.2%	C3PA	CISSIV	1	Core	003.03	Apply the decision-making process to make individual and group decisions.
		3.0	8.3%	1.7%	C3	CISSIV	1	Core	**004.00**	**Analyze lifestyles in society.**
		1.0	2.7%	.5%	C1	CISSIV	1	Core	004.01	Describe factors that influence lifestyle choices.
		1.0	2.8%	.6%	C2	CISSIV	1	Core	004.02	Interpret the impact of sex-role stereotyping.
.		1.0	2.8%	.6%	C3	CISSIV	1	Core	004.03	Compare the advantages and disadvantages of different lifestyles in relation to self, family, and society.
		7.0	19.4%	3.9%	C3	CIHISSIV	1	Core	**005.00**	**Investigate wellness in the family.**
		1.0	2.8%	.5%	C1	CISSIV	1	Core	005.01	Describe contemporary family systems.
		1.0	2.8%	.6%	C3	CISSIV	1	Core	005.02	Compare the roles of past and present families in various culture.
		1.0	2.8%	.5%	C1	CIHISSIV	1	Core	005.03	Identify characteristics of wellness in the family.

1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7025 [Summer 1992] Page 2.
		1.0	2.8%	.6%	C1	CIHISSIV	1	Core	005.04	Describe stages of family development.
		2.0	5.4%	1.1%	C1	CIHISSIV	1	Core	005.05	Recognize factors contributing to family dysfunctioning.
		1.0	2.8%	.6%	C3	CIHISSIV	1	Core	005.06	Indicate sources of aid and support to persons in crisis situations.
		8.0	22.2%	4.4%	C3	CIHISSIV	1	Core	**006.00**	**Assess readiness for serious commitments.**
		1.0	2.8%	.5%	C1	CISSIV	1	Core	006.01	Identify the types and stages of love relationships.
		1.0	2.8%	.5%	C1	CISSIV	1	Core	006.02	Describe the qualities of a mature love relationship.
		1.0	2.8%	.6%	C2	CISSIV	1	Core	006.03	Discuss factors to consider when dating and selecting a mate.
		2.0	5.5%	1.1%	C3	CIHISSIV	1	Core	006.04	Predict the consequences of sexual behavior.
		3.0	8.3%	1.7%	C3	CISSIV	1	Core	006.05	Evaluate attitudes and behaviors which contribute to lasting relationships.
		19.0	100%	10.6%					**B**	**PARENTING DECISIONS**
		12.0	63.2%	6.7%	C3	CIHISSIV	1	Core	**007.00**	**Analyze the responsibilities of parenthood.**
		2.0	10.5%	1.1%	C3	CIHISSIV	1	Core	007.01	Determine factors to consider in the parenting decision.
		7.0	36.9%	3.9%	C3	CIHISSIV	1	Core	007.02	Compare family planning methods according to use and effectiveness.
		3.0	15.8%	1.7%	C1	CIHISSIV	1	Core	007.03	Describe prenatal care in relation to nutrition, exercise, and medical supervision.
		7.0	36.8%	3.9%	C3	CIHISSIV	1	Core	**008.00**	**Determine the impact of children on the family.**
		3.0	15.8%	1.7%	C3	CIHISSIV	1	Core	008.01	Analyze parental adjustments to care of the newborn.
		2.0	10.5%	1.1%	C3	CIHISSIV	1	Core	008.02	Examine ways to build confidence and feelings of self-worth in children.
		2.0	10.5%	1.1%	C3	CIHISSIV	1	Core	008.03	Analyze causes and effects of child abuse and neglect.
		13.0	100%	7.2%					**C**	**MANAGING RESOURCES**
		4.0	30.8%	2.2%	C3	CISSIV	1	Core	**009.00**	**Examine available resources.**
		2.0	15.4%	1.1%	C1	CISSIV	1	Core	009.01	Identify types of resources.
		2.0	15.4%	1.1%	C3	CISSIV	1	Core	009.02	Consider resource use in relation to impact on environment.
		9.0	69.2%	5.0%	C3A	CIMISSIV	1	Core	**010.00**	**Apply principles of resource management.**
		2.0	15.4%	1.1%	C2	CISSIV	1	Core	010.01	Relate management principles to resource use.
		7.0	53.8%	3.9%	C3A	CIMISSIV	1	Core	010.02	Apply time and money management principles to family living.
		12.0	100%	6.6%					**D**	**CLOTHING DECISIONS**
		8.0	66.7%	4.4%	C3	AICISSIV	1	Core	**011.00**	**Make clothing selections using the principles of wardrobe planning.**
		5.0	41.7%	2.8%	C3	AICISSIV	1	Core	011.01	Select clothes for season and occasion which enhance appearance and self-concept in relation to figure type.
		3.0	25.0%	1.6%	C2	CIMISSIV	1	Core	011.02	Relate available resources to clothing needs.

1	2	3	4	5	6	7	8	9	10	11
		4.0	33.3%	2.2%	C3	CISSISIC	1	Core	**012.00**	**Recommend procedures for the care of clothing.**
		2.0	16.6%	1.1%	C1	CISSIVIS C	1	Core	012.01	Identify various products and processes for cleaning clothes and other textile products.
		2.0	16.7%	1.1%	C3	CISSIV	1	Core	012.02	Determine the daily, weekly, and seasonal storage of clothing.
		10.0	100%	5.6%					**E**	**LEADERSHIP AND CITIZENSHIP**
		2.0	20.0%	1.1%	C2	CISS	1	Core	**013.00**	**Explain characteristics needed to be a productive member of society**
		.5	5.0%	.3%	C1	CISS	1	Core	013.01	Describe the rituals and symbols of an organization.
		1.0	10.0%	.5%	C2	CISS	1	Core	013.02	Illustrate effective and ineffective leadership.
		.5	5.%	.3%	C1	CISS	1	Core	013.03	Identify opportunities for leadership roles and cooperative efforts.
		2.0	20.0%	1.1%	C3	CISS	1	Core	**014.00**	**Apply decision-making skills in individual organizational activities.**
		1.0	10%	.5%	C3	CISS	1	Core	014.01	Use the planning process to make decisions.
		.5	5.0%	.3%	C3	CISS	1	Core	014.02	Distinguish between long- and short-term goals.
		.5	5.%	.3%	C1	CISS	1	Core	014.03	Describe ways to manage time effectively.
		3.0	30.0%	1.7%	C3P	CISS	1	Core	**015.00**	**Practice effective communication skills.**
		.5	5.0%	.3%	C2	CISS	1	Core	015.01	Explain how communication affects leadership.
		.5	5.0%	.4%	C3P	CISS	1	Core	015.02	Prepare a written persuasive presentation.
		1.0	10.0%	.5%	C3P	CISS	1	Core	015.03	Present a prepared speech.
		1.0	10.0%	.5%	C3P	CISS	1	Core	015.04	Present an extemporaneous speech.
		3.0	30.0%	1.7%	C3P	CISS	1	Core	**016.00**	**Demonstrate techniques for conducting a meeting.**
		.5	5.0%	.3%	C1	CISS	1	Core	016.01	State purposes for using parliamentary procedure.
		.5	5.0%	.4%	C3	CISS	1	Core	016.02	Prepare an agenda.
		1.0	10.0%	.5%	C1	CISS	1	Core	016.03	Describe methods of voting.
		1.0	10.0%	.5%	C3P	CISS	1	Core	016.04	Demonstrate the steps for making and processing a motion.
		90.0		50%						**SEMESTER II**
		21.0	100%	11.7%					**F**	**FINANCIAL DECISIONS**
		6.0	28.6%	3.3%	C3	MICISSIV	1	Core	**017.00**	**Investigate consumer financial resources and services.**
		2.0	9.5%	1.1%	C1	CISSIV	1	Core	017.01	Select appropriate banking services for the consumer.
		4.0	19.1%	2.2%	C3	MICISSIV	1	Core	017.02	Analyze the use of credit.

1	2	3	4	5	6	7	8	9	10	11
		12.0	57.1%	6.7%	C3	MICISSIV	1	Core	**018.00**	**Deliberate buying decisions.**
		3.0	14.3%	1.7%	C3	CISSIV	1	Core	018.01	Determine resource use to meet individual/family needs and goals.
		5.0	23.8%	2.8%	C3	CISSIV	1	Core	018.02	Apply guidelines for purchasing decisions (e.g, transporation, major appliances, insurance, health services, etc.).
		2.0	9.5%	1.1%	C3	MICISSIV	1	Core	018.03	Justify purchase decisions in relation to needs and goals.
		2.0	9.5%	1.1%	C3	CISSIV	1	Core	018.04	Analyze advertising claims.
		3.0	14.3%	1.7%	C2	CISSIV	1	Core	**019.00**	**Interpret consumer rights and responsibilities.**
		1.0	4.8%	.6%	C2	CISSIV	1	Core	019.01	Relate consumer rights and responsibilities.
		2.0	9.5%	1.1%	C2	CISSIV	1	Core	019.02	Explain grievance procedures for given situations.
		24.0	100%	13.3%					**G**	**DECISIONS FOR HEALTHY FOOD CHOICES**
		4.0	16.7%	2.2%	C2	CIHISSIV	1	Core	**020.00**	**Interpret influences on food choices.**
		2.0	8.4%	1.1%	C2	CISSIV	1	Core	020.01	Relate food preferences to cultural, family, and social influences.
		2.0	8.3%	1.1%	C2	CISSIV	1	Core	020.02	Relate resource use to healthy food choices.
		20.0	83.3%	11.1%	C3PA	CIHISCIV	1	Core	**021.00**	**Select foods to meet nutritional guidelines.**
		3.0	12.5%	1.7%	C1	CIHISCIV	1	Core	021.01	Recognize nutrient functions and sources.
		7.0	29.1%	3.9%	C2	CIHISCIV	1	Core	021.02	Relate dietary allowances and food guides to food selection.
		10.0	41.7%	5.5%	C3PA	CIHISCIV	1	Core	021.03	Practice procedures for modifying food selections for cholesterol, sodium, and fat intake.
		23.0	100%	12.8%					**H**	**HOUSING DECISIONS**
		6.0	26.0%	3.4%	C3	CIHISSIV	1	Core	**022.00**	**Analyze basic housing needs of individuals at various stages of the life cycle.**
		3.0	13.0%	1.7%	C3	CIHISSIV	1	Core	022.01	Determine the advantages and disadvantages of types of housing and location.
		3.0	13.0%	1.7%	C3	CIHISSIV	1	Core	022.02	Select appropriate housing for individual/family given specific constraints.
		17.0	74.0%	9.4%	C3A	MICIHISSIV	1	Core	**023.00**	**Investigate housing in terms of safety, zoning space, energy efficiency, acquisition, and cost.**
		2.0	8.8%	1.1%	C1	CISSIV	1	Core	023.01	Identify sources of help in locating and acquiring housing.
		2.0	8.8%	1.1%	C3	MICISSIV	1	Core	023.02	Compare the options of renting and buying.
		3.0	13.0%	1.6%	C2	CISSIV	1	Core	023.03	Explain the conditions of legal agreements as they relate to housing regulations.
		5.0	21.7%	2.8%	C3	CIHISSIV	1	Core	023.04	Analyze the use of space and energy.
		5.0	21.7%	2.8%	C3A	CIMISSIV	1	Core	023.05	Apply available resources to furnishing needs.
		22.0	100.0%	12.2%					**I**	**CAREER DECISIONS**
		10.0	45.5%	5.5%	C3	CISSIV	1	Core	**024.00**	**Consider factors related to the selection of a career.**

1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7025 [Summer 1992] Page 5.
		2.0	9.1%	1.1%	C3	CISSIV	1	Core	024.01	Analyze the relationship between personal priorities, interests, abilities, and choice of occupations.
		2.0	9.1%	1.1%	C1	CISSIV	1	Core	024.02	Identify the multiple roles and economic lifestyles assumed by an individual in various occupations.
		2.0	9.1%	1.1%	C3	CISSIV	1	Core	024.03	Use sources of career information.
		2.0	9.1%	1.1%	C1	CISSIV	1	Core	024.04	Identify attitudes, activities, and commitments that enhance career advancement.
		2.0	9.1%	1.1%	C3	CISSIV	1	Core	024.05	Determine ways that career redirection can be accomplished.
		12.0	54.5%	6.7%	C3PA	CISSIV	1	Core	**025.00**	**Prepare a personal plan for becoming employable.**
		2.0	9.1%	1.1%	C3	CISSIV	1	Core	025.01	Determine characteristics desirable for specific types of employment.
		2.0	9.1%	1.1%	C1	CISSIV	1	Core	025.02	Identify sources of information about job availability.
		4.0	18.1%	2.3%	C3PA	CISSIV	1	Core	025.03	Demonstrate processes involved in securing a job.
		2.0	9.1%	1.1%	C3	CISSIV	1	Core	025.04	Determine effectiveness of job interview procedures.
		2.0	9.1%	1.1%	C3PA	CISSIV	1	Core	025.05	Practice appropriate social behavior for business environments.

INDEPENDENT LIVING CONTENT OUTLINE
1992 Standard Course of Study

Semester One

I. Interpersonal relationships
   A. Adulthood
      1. Personality development factors
      2. Adult roles
      3. Adult responsibilities
      4. Social trends
   B. Communication
      1. Types of communication
      2. Effective communication skills
   C. Decision making
      1. Decision-making process
      2. Impact of peer pressure
      3. Types of decisions
   D. Lifestyles
      1. Lifestyle choices
      2. Impact of sex-role stereotyping
      3. Lifestyle effects
   E. Family wellness
      1. Contemporary family systems
      2. Families in various cultures
      3. Characteristics of family wellness
      4. Stages of family development
      5. Dysfunctional family
      6. Family support services
   F. Serious commitments
      1. Love relationships
      2. Mature love
      3. Mate selection
      4. Consequences of sexual behavior
      5. Lasting relationships

II. Parenting decisions
   A. Responsibilities of parenthood
      1. Factors to consider before parenting
      2. Family planning methods
      3. Prenatal care
      4. Parental adjustments
   B. Child development
      1. Confidence and self-worth
      2. Child abuse and neglect

III. Managing resources
  A. Resource identification
    1. Types of resources
    2. Impact of resource use on environment
  B. Principles of resource management
    1. Relationship of resource management to resource use
    2. Time and money management

IV. Clothing decisions
  A. Wardrobe planning principles
    1. Clothing needs
    2. Clothing resources
  B. Clothing care
    1. Cleaning
    2. Storage

V. Leadership and citizenship
  A. Characteristics of productive member of society
    1. Rituals and symbols
    2. Effective and ineffective leadership
    3. Opportunities for leadership
  B. Decision-making skills
    1. The planning process
    2. Long and short term goals
    3. Effective time management
  C. Communication skills
    1. Communication and leadership
    2. Persuasive presentation
    3. Prepared speech
    4. Extemporaneous speech
  D. Conducting meetings
    1. Parliamentary procedure
    2. Agendas
    3. Methods of voting
    4. Processing a motion

Semester Two

VI. Financial decisions
  A. Financial services
    1. Factors in selecting services
    2. Use of credit
  B. Buying decisions
    1. Resources
    2. Guidelines
    3. Advertising claims
  C. Consumer rights and responsibilities
    1. Consumer rights
    2. Consumer responsibilities
    3. Grievance procedures

VII. Decisions for healthy food choices
- A. Food preferences
  1. Personal priorities
  2. Social priorities
  3. Cultural influences
  4. Parental influences
- B. Resource use
  1. Meal planning
  2. Shopping skills
  3. Time management
  4. Work area organization
  5. Meal preparation
- C. Dietary allowances and food guides
  1. USRDA
  2. Daily food guide
- D. Diet modifications
  1. Cholesterol intake
  2. Sodium intake
  3. Fat intake

VIII. Housing decisions
- A. Housing needs
  1. Types of housing
  2. Locations
  3. Housing life cycle
- B. Housing selection
  1. Locating housing
  2. Acquiring housing
- C. Interior decisions
  1. Space
  2. Energy use
  3. Furnishing needs

IX. Career decisions
- A. Selecting an occupation
  1. Personal priorities, interests, and abilities
  2. Roles within an occupation
  3. Sources of career information
  4. Career advancement
  5. Career redirection
- B. Becoming employable
  1. Desirable characteristics
  2. Sources of job information
  3. Securing a job
  4. Job interview techniques
  5. Social behavior

COURSE: Course Title from Program of Studies

UNIT: Unit Title from Course Blueprint

COMPETENCY: Competency number, type behavior, competency, and time are reprinted from Course Blueprint.

OBJECTIVE: Objective number, type behavior, objective, and time are reprinted from Course Blueprint.

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
The portion of the course outline printed on this page relates specifically to this objective. The outline consists of content from the Course Blueprint, test-item bank, and state-adopted texts.	Levels of behavior are coded to each activity. Levels will vary.	A variety of activities are included. Activities state what the student may do to achieve this objective. Teachers may select some, all, or none. FHA activities are marked with the symbol ✔.	References & resources are matched to each activity. State adopted texts, videos, software, & other resources are provided. The company contact information is included. SAG - Student Activity Guide TM - Teacher's Manual TRB/TRG - Teacher's Resource Book/ Guide

References:

General references which apply to this objective, but not to a specific activity, are listed here.

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C2 Explain the various roles of an adult.
1.00 (4 days)

OBJECTIVE: C1 Identify factors that contribute to development of a person.
1.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Personality Development Factors Beliefs Heredity Environment Experience Self-concept Self-esteem	C1	1.	Give examples of needs at every level of Maslow's pyramid of basic needs.	Family Living, 8-9; 48-49 Lifeplans, 25-31
	C1	2.	Label a family tree diagram to make it your family tree.	Family Living, TRB, 147
	C3	3.	Create a paper bag personality: on the outside of the bag attach words or pictures representing the "you" you want others to see. Place in the bag words or pictures representing things you would like to change about you.	Lifeplans, 7-9;12-14 Family Living, 55-56 Goals for Living, 69-84 Small paper bags Glue/paste Tape Scissors Old magazines
	C2A	4.	Interview an older family member (grandparent, aunt, uncle). Ask questions such as: What did you do on a date? What were classes like when you were in school? What was the "in" fashion when you were a teen? Do the interview on tape (audio or video). Write a summary report on what you have gained. (Use a pseudonym to protect confidentiality).	Sample questionnaire Tape recorder/ video recorder Blank tape

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C2 Explain the various roles of an adult.
1.00 (4 days)

OBJECTIVE: C1 Identify factors that contribute to development of a person.
01.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Personality Development Factors Beliefs Heredity Environment Experience Self-concept Self-esteem	C3A	5. Complete "Values and Behavior" to identify personal values.	Goals for Living, SAG, 14
	C1	6. Complete "Formation of the Self-Concept" and "A Healthy Self-Concept" to review factors that contribute to self-concept development.	Goals for Living, SAG, 25, 26 Goals for Living, 54-62 Lifeplans, 7-12 Family Living, 55-56

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C2 Explain the various roles of an adult.
1.00 (4 days)

OBJECTIVE: C2 Relate adult roles and responsibilities to societal trends.
1.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Adult Roles Occupational roles Familial roles Sex roles Friendship/Acquaintance roles Adult Responsibilities Social Trends	C1	1.	Complete "Identifying Roles" worksheet.	Family Living, TRB, 122
	C2	2.	Select an occupation. Research role expectations, qualifications, and job responsibilities. Make a a poster displaying the information discovered.	Poster board Glue Markers
	C2	3.	Hold a panel discussion of a dual-career couples. Complete a listening sheet. Write a summary describing the roles and responsibilities of dual-career couples. Share the summaries with the class.	Dual-career couples Listening sheet Goals for Living, 431-432 Family Living, 99-100, 102-130
	C2	4.	Conduct a survey of 3 mothers in the work force regarding the reason for working outside the home; mother's age; number and ages of children; type of child care utilized; cost of child care; family income/benefits; etc. Compile information gathered into a computer-generated graph or chart. Discuss the results.	Survey instrument Computer-generated graph or chart
	C2	5.	Discuss current and future trends of adult roles in our society. Write a paper entitled "2020," detailing your responsibilities in the year 2020.	"Tomorrow Doesn't Wait," Atlantic, November 1989, 50 Current articles in journals located in the school media center

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C2 Explain the various roles of an adult.
1.00 (4 days)

OBJECTIVE: C2 Relate adult roles and responsibilities to societal trends.
01.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Adult Roles Occupational roles Familial roles Sex roles Friendship/Acquaintance roles Adult Responsibilities Social Trends	C2	6.	View filmstrip on responsibility. Participate in class discussion on content of filmstrip.	Becoming Responsible. I. Freedom and Responsibility II. Experimentation Human Resources Media Pleasantville, NY 10570 Responsibility: The Adult World. (50 frames) Marsh Film P. O. Box 8082 Shawnee Mission, KS 66208
	C1	7.	Using magazine photographs, cut out pictures of people in occupations. Count the photographs of people in traditional and nontraditional roles. Present to class the roles you think are portrayed in the pictures.	Lifeplans, 99, 57-58 Goals for Living, 13, 107 Family Living, 7, 9-10 Art supplies

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Apply types of communication.
2.00 (7 days)

OBJECTIVE: C1 Recognize types of communication.
2.01 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Types of Communication Verbal Spoken Written Nonverbal Voice inflection Body language Emotions	C1	1.	List and define the types of communication.	Lifeplans, 24-25 Family Living, 28-35 Person to Person: Learning to Communicate I. Making Connections, (15 min.) II. Getting Personal, (15 min.) Sunburst Communications 1-800-431-1934
	C2	2.	Using the bulletin board, "Communication Is a Two-Way Process," discuss how we communicate.	Goals for Living, TRB, 87 Lifeplans, 24-25 Family Living, 28-35
	C1	3.	Pantomime types of nonverbal communication.	Interpreting Language, (20 min.) J. Weston Walch, Publisher, P. O. Box 658 Portland, Maine 04104-0658 Choices, "What Body Language Tells An Interviewer About You," March 1991

References:
Goals for Living, 116-125

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Apply types of communication.
2.00 (7 days)

OBJECTIVE: C1 Recognize types of communication.
2.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Types of Communication Verbal Spoken Written Nonverbal Voice inflection Body language Emotions	C2 C2A	4. Introduce yourself to the class by "signing" your name. 5. Observe a taped conversation from a current TV drama and identify the communication types.	Sign language handout or chart TV drama tape

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Apply types of communication.
2.00 (7 days)

OBJECTIVE: C3A Determine effective communication skills.
2.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Effective Communication Skills Listening Eye contact Feedback "I" message Full Communication Clear messages	C2	1.	Role play situations in "Full Communication" depicting the three levels of communication: informal, emotional, and behavioral.	Goals for Living, 118-120
	C3	2.	In small groups, propose solutions for given communication problems in "Communication Skills."	Goals for Living, 118 Lifeplans, 129 Family Living, 32-34 Goals for Living, SAG, 45
	C3	3.	Divide into triads to play a game of Charades. While two people act out Charades, a third person evaluates use of communication skills according to a checklist.	Game cards Checklist
	C3	4.	Demonstrate effective communication skills with Cooperation Squares.	NC FHA/HERO Handbook, 104
	C3	5.	In small groups, change "you" messages to "I" messages in "Using 'I' Messages."	Goals for Living, 123 Family Living, 34 Goals for Living, SAG, 47

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Apply types of communication.
2.00 (7 days)

OBJECTIVE: C3 Determine effective communication skills.
2.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Effective communication skills Listening Eye contact Feedback "I" messages Full communication Clear messages	C2	6. Identify and practice effective listening techniques by solving problems presented in class.	Lifeplans, 129 Family Living, 30 Person to Person: Learning to Communicate III. Learning to Listen (14 min.) Sunburst Communications 1-800-431-1934 Listening Skills Activity Pack & Tape, J. Weston Walch, Publisher, Portland, Maine 04104 "Are You Listening?" (Cassette tape) J. C. Penney Co., Inc. Education Relations Department 1301 Avenue of the Americas New York, NY 10019

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Apply types of communication.
2.00 (7 days)

OBJECTIVE: C3PA Apply communication skills to conflict resolution.
2.03 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Conflict Resolution Reasons Problem-solving process Guidelines Problem ownership	C3	1.	Brainstorm things people criticize about each other. Choose from list and have volunteers act out examples of how they have been criticized. Rewrite the scene to make the criticism more constructive in YOU BE THE CRITIC, from the article, "Give and Take of Criticism."	"Give and Take of Criticism," Choices, February, 1991
	C3	2.	Think of a situation that would cause interpersonal conflict and then use the problem-solving process to present a positive resolution.	Goals for Living, 121-124 Goals for Living, SAG, 48
	C2	3.	Review an article on family communication and summarize the key do's and don'ts for family communication.	
	C3	4.	Write 10 "you" statements. Cut apart and draw 5 statements to portray in class. Reenact using conflict resolution guidelines.	
	C3	5.	Critique the messages sent by Cindy and her father in the video. Suggest techniques to use to work out their conflict.	Teen-Parent Conflict: Making Things Better, (30 min.) Sunburst Communications 1-800-431-1934

References:

Self-Defeating Behavior: How To Stop It (40 min.)
What is Your Coping Style? (30 min.)

HMR Videos
175 Tompkins Avenue
Pleasantville, NY 1070

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Apply types of communication.
2.00 (7 days)

OBJECTIVE: C3PA Apply communication skills to conflict resolution.
2.03 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Conflict Resolution Reasons Problem-solving process Guidelines Problem ownership	C3	6.	Write anonymous descriptions of parent-child conflicts. Role play how the situations might be resolved positively.	Goals for Living, SAG, 121-124
	C3A	✔ 7.	Participate in FHA Competitive Event, "Family Communications Senior Division."	N. C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Use the decision-making process.
3.00 (7 days)

OBJECTIVE: C2 Explain the decision-making process.
3.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Decision-Making Process Identify the problem. List alternatives. Identify consequences and resources. Choose an option. Take action. Evaluate decision.	C1	1. List in order the steps used in decision making. Write steps on poster paper. Shuffle and place in correct order.	Goals for Living, 42-46 Family Living, 56-57 Lifeplans, 256-257 Decision Making I - The Process (11 min.) II - Putting the Process Into Action (12 min.) Franklin Clay Films P. O. Box 2213 Costa Mesa, CA 92628
	C2	2. After discussing decision classification (conscious or reasoning, subconscious, and decision by default), list every decision made from awakening until class time. Label each: C or R - conscious or reasoning U - unconscious D - default	
	C3	3. View video and apply the process to a real-life decision that the student must make.	How to Make Good Decisions Part I (10 min.) Part II (15 min.) Part III (13 min.) Pleasantville Media P. O. Box 415 Pleasantville, NY 10570

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Use the decision-making process.
3.00 (7 days)

OBJECTIVE: C2 Explain the decision-making process.
3.01 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Decision-Making Process Identify the problem. List alternatives. Identify consequences and resources. Choose an option. Take action. Evaluate decision.	C3	4.	List 5 situations (ex., your car won't start). Exchange lists and write as many alternatives for each as possible.	
	C2	5.	View and discuss the transparency, "Factors in Decision Making." Work through example to evaluate the alternatives.	Family Living, TRB, 170

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Use the decision-making process.
3.00 (7 days)

OBJECTIVE: C3 Determine the impact of peer pressure on decision making.
3.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Impact of Peer Pressure Negative Positive	C3	1.	Write anonymous descriptions of peer pressure situations. Role play how the situations might be resolved positively using the decision-making process. Predict long-term effects of the decisions.	Goals for Living 254-255 Family Living 55, 58, 216
	C3	2.	Working in groups of 2 or 3, write scripts, present, and videotape 45-second public service announcements concerning the impact of peer pressure on decision making. Portray the use of positive peer pressure and the resistance of negative peer pressure. Suggested topics: smoking, cheating, shoplifting, premarital sex, alcohol, and other drugs.	Video camera Tape VCR Family Living 55, 58, 216
	C3	3.	Create computer banners or posters with a message illustrating the impact of peer pressure on decision making. Award first, second and third place ribbons. Place banners/posters throughout the school in the cafeteria and in the hallways. Suggested topics: smoking, dishonesty, premarital sex, shoplifting , alcohol, and other drugs.	Computer Poster board Markers Award Banner Mania Software Tandy

References:

What's Wrong With Beer?
(25 min.)
My Choice: Drug Free!
(34 min.)
HMR Videos
175 Tompkins Avenue
Pleasantville, NY 10570

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Use the decision-making process.
3.00 (7 days)

OBJECTIVE: C3 Determine the impact of peer pressure on decision making.
3.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Impact of Peer Pressure Negative Positive	C3	4. Pretend that you are an advice columnist and propose a response to a teenager pressured to shoplift.	Family Living, 55, 58, 216
	C3	5. Write an article for Teen Times about the impact of peer pressure on decision-making.	Goals for Living, 254-265 Family Living, 55, 58, 216
	C2	6. Compose a crossword puzzle of terms related to the impact of peer pressure on decision making.	Crossword Magic Opportunities for Learning 1-800-243-7116 Family Living, 55, 58 Lifeplans, 587

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Use the decision-making process.
3.00 (7 days)

OBJECTIVE: C3PA Apply the decision-making process to make individual and group decisions.
3.03 (4 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Types of Decisions Individual Group	C3	1.	Resolve problems presented on 3x5 index cards (car buying, career choice, continuing education, summer employment, etc.). Work in pairs. Select one card, and work through the problem using the decision-making process. Share the resolution with other members of the class.	3x5 problem cards
	C3	2.	Review the article, "My Family, My Baby and Me: Crowded House" and apply the decision-making process to help Sarah and her family work out their problems.	"My Family, My Baby and Me: Crowded House," Choices, May, 1991 Critical Thinking: Solving Problems, Skill Sheet Choices Scholastic, Inc. 2931 East McCarty Street P. O. Box 3710 Jefferson City, MO 65102-3710
	C3	3.	Apply the decision-making process to case studies from teacher's resources or write your own case studies.	Case studies

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3PA Use the decision-making process.
3.00 (7 days)

OBJECTIVE: C3PA Apply the decision-making process to make individual and group decisions.
3.03 (4 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Types of Decisions Individual Group	C2	4.	Using "Skills in Problem Solving," apply the decision-making process to help Jim solve his problem.	Goals for Living, 42 Goals for Living, SAG, 20
	C1	5.	Using skill work sheets, apply the decision-making process to help Tina and Ivan make a decision.	Family Living, 56 Family Living, TRB, 91
	C3	6.	Consider how the decision-making process may be applied in making a pressured decision by playing a decision-making game. Discuss with your group what influence your decision.	
	C3	7.	Apply the decision-making process to make a group decision. Defend your group's decision to the class.	
	C3PA	✔ 8.	Decide on an FHA activity as a class. Divide into committees to plan the work. Suggested activities: membership drive, Fall Leadership presentation, or community service.	

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Analyze lifestyles in society.
4.00 (3 days)

OBJECTIVE: C1 Describe factors that influence lifestyle choices.
4.01 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Lifestyle Choices Types Single Married With children Without children Group Living together Commune Homosexual Factors Family background Friends Career goals Leisure activities Environment	C1	1.	Identify the major components of a lifestyle after viewing filmstrip.	What Is A Lifestyle, (10 min.), Maclean Hunter Media, Inc. 708 Third Avenue New York, NY 10017
	C3	2.	Imagine yourself at age 30 and describe your future lifestyles on "The Crystal Ball" activity sheet.	"The Crystal Ball" Activity Sheet What is a Lifestyle? Maclean Hunter Media, Inc. 708 Third Avenue New York, NY 10017
	C1	3.	Interview a friend, neighbor, acquaintance, or relative whose lifestyle you admire. Ask how he/she came to adopt that lifestyle. The interview may be recorded on videotape and played for the class.	Succeeding in the World of Work, SAG, 2,
	C3	4.	Research a famous person and outline factors that determined his or her lifestyle.	
	C3	5.	Select a current novel or film that portrays a modern American lifestyle. Compare the lifestyle with your own and support your opinions with concrete examples.	
	C2	6.	Choose one or more television series that you enjoy and report to the class on the lifestyle(s) portrayed.	

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Analyze lifestyles in society.
4.00 (3 days)

OBJECTIVE: C2 Interpret the impact of sex role stereotyping.
4.02 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Impact of Sex-Role Stereotyping Career choices Salary scales Job advancement	C1	1.	Display a number of pictures that illustrate men and women in various careers. For each illustration, have students list: career/job title, salary, chance for advancement, and needed skills and abilities. Relate descriptions to sex-role stereotyping in your own life.	Traditional and Non-traditional career pictures
	C2	2.	Listen to a guest speaker (ex., female bank officer, male nurse, female doctor, female telephone linesperson, or male secretary). Ask questions about impact of sex-role stereotyping and summarize talk on listening sheet.	Listening sheet
	C1	3.	Interview a working male and a working female about how their sex roles has affected their careers and share results with class.	
	C2	4.	From the article, "The Single Life - Living Alone in the '90s," review the charts on spending of single men and single women and note the income differences and the main budget differences.	"The Single Life - Living Alone in the 90's," Current Consumer and Lifestudies, May 1989
	C3	5.	Read the article, "A Day in the Life: Real People in the Real World." Record any evidences of sex-role stereotyping affecting the goals of the seven case profiles.	"A Day in the Life: Real People in the Real World," Current Consumer and Lifestudies," May 1988

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Analyze lifestyles in society.
4.00 (3 days)

OBJECTIVE: C3 Compare the advantages and disadvantages of different lifestyles in
4.03 relation to self, family, and society. (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Lifestyle Effects Self Advantages Disadvantages Family Advantages Disadvantages Society Advantages Disadvantages	C3	1. Determine lifestyle advantages and disadvantages to self, family, and society from case studies.	Case studies
	C3	2. Divide into three groups and debate one of the following topics: a. Advantages of marriage with children and marriage without children, b. Advantages of living together and being married, or c. Advantages of mothers in the work force and stay-at-home mothers of preschool age children.	
	C1	3. Interview a dual-career couple using the questions on "Working Spouses," emphasizing questions 5 and 6. Report to class.	Married and Single Life, SAG, 33
	C3	4. Write mini-dramas and role-play such topics as: a. Teenager with an unhealthy lifestyle, b. Comparison of primary advantages and disadvantages of marriage for men and for women, and c. Advantages of single lifestyle vs. married lifestyle.	

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Analyze lifestyles in society.
4.00 (3 days)

OBJECTIVE: C3 Compare the advantages and disadvantages of different lifestyles in
4.03 relation to self, family, and society. (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Lifestyle Effects Self Advantages Disadvantages Family Advantages Disadvantages Society Advantages Disadvantages	C3	✔ 5.	Write and present a speech to the class comparing advantages and disadvantages of the lifestyles presented in class. Prepare as FHA Competitive Event, "Illustrated Talk, Senior Division."	Married and Single Life, 99-113 N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Investigate wellness in the family.
5.00 (7 days)

OBJECTIVE: C1 Describe contemporary family systems.
5.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Family Wellness Contemporary family systems Traditional/Nuclear family Democratic Totalitarian Matriarchal Patriarchal Permissive Single-parent family Legal family Adopted Foster Blended family Childless family Extended family	C1	1. Define the word "family."	Dictionary Goals for Living, TRB, 66 "What's a Family?" Choices, November-December, 1990
	C1	2. Complete a study guide describing various family systems.	Family Living, 108-123 Goals for Living, 86-87 Lifeplans, 53-55 Lifeplans, SAG, 13-16 Goals for Living, SAG, 31 Family Living TRB, 133
	C2	3. Discuss changes in families.	Family Living, TRB, 193 "Family Life in the 90's." Current Consumer and Lifestudies, May, 1990
	C2	4. Create a poster depicting a contemporary family system.	Poster board Scissors Glue Markers Old magazines
	C3	5. List problems that confront single parent families. Brainstorm possible solutions or resources for assistance. Throw the problems away by discarding in wastebasket if consensus is reached on solutions.	"Life in a Single-Parent Family," Choices, March, 1991 Lifeplans, 24 Family Living, 177

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Investigate wellness in the family.
5.00 (7 days)

OBJECTIVE: C1 Describe contemporary family systems.
5.01 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Family Wellness Contemporary family systems Traditional/Nuclear family Democratic Totalitarian Matriarchal Patriarchal Permissive Single-parent family Legal family Adopted Foster Blended family Childless family Extended family	C2	6.	Create a family systems crossword puzzle and answer key. Exchange and solve.	Crossword Magic, Opportunities for Learning 1-800-243-7116
	C2	7.	Hold a panel discussion by grandparents or older family members discussing changes in family systems. Complete a listening sheet. Discuss the outcomes of the panel discussions and the future of the family.	Panel members (family members or retirement home residents) Listening sheet Family Living, 111-112 Lifeplans, 578-580
	C2	8.	Select a television program that carries a family theme. Complete a visual media report. Identify and discuss the family system observed.	Television program guide Television Visual media report
	C2	9.	Define step/blended families. Discuss positive and negative aspects.	"Step Families," Choices, May 1990 "Blended Families," Current Consumer and Lifestudies, April, 1991.
	C1	10.	Invite a guest speaker from a step/blended family. Complete listening sheet.	Lifeplans, 60-61 Family Living, 198-200 Listening sheet

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Investigate wellness in the family.
5.00 (7 days)

OBJECTIVE: C3 Compare the roles of past and present families in various cultures.
5.02 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Families in Various Cultures Roles Functions Recreation Affection Education Spiritual Protection Financial Socialization Procreation	C3	1. Visit a cultural or heritage center to observe first hand what family life was/is like in a variety of cultures. Compare the differences between what you observe and what you live. Suggestions: Cherokee Indian Reservation Schiele Museum of Natural History Tryon Place Thomas Wolfe Memorial Orton Plantation Newbold-White House Pioneer Farmstead and Museum	Suggestions: International Center Afro-American Center Biltmore Estates Old Salem Folk Birthplace Latta Plantation Hezakiah Alexander House Mint Museum Somerset Place State Historic Site Carl Sandburg home Fort Raleigh Charles B. Aycock Birthplace Historic Bath Duke Homestead House in the Horseshoe Iredell House Town Creek Indian Mound Zebulon B. Vance Birthplace Hope Plantation Andrew Johnson Birthplace Reynolda House Oconaluftee Indian Village

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Investigate wellness in the family.
5.00 (7 days)

OBJECTIVE: C2 Compare the roles of past and present families in various cultures.
5.02 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Families in Various Cultures Roles Functions Recreation Affection Education Spiritual Protection Financial Socialization Procreation	C2	✔ 2.	Hold a discussion, led by a foreign exchange student, on family life in another culture. Complete a listening sheet. Discuss similarities and differences in the two cultures.	Lifeplans, 77-85 Foreign exchange student Listening sheet
	C2	3.	Write a report on family life in a different cultural setting.	"A Family in Wartime," Parents, May 1991, 76
	C3	✔ 4.	Present a report on family life in a different culture as an illustrated talk.	Poster board Markers Glue Old magazines
	C2	5.	Discuss the functions of various family members depicted in art work, photographs, or cartoons.	Art history reference books Magazines Art gallery/museum
	C2	6.	Identify the roles and functions of the family in various novels or movies set in the past. Suggestions: Catcher in the Rye Brooklyn Bridge Steel Magnolias Roots Driving Miss Daisy Bonanza Father Knows Best The Cosby Show thirtysomething	Some suggestions: Little Women, Louisa Mae Alcott Little Men, Louisa Mae Alcott Romeo & Juliet, Shakespeare Little House on the Prairie, Laura Ingles Wilder The Godfather, Mario Puzo The Red Pony

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C1 Recognize wellness in the family.
5.00 (7 days)

OBJECTIVE: C1 Identify characteristics of wellness in the family.
5.03 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Characteristics of Family Wellness Respect one another Meet each other's needs Enjoy each other Are aware of common past Are committed to a common future Learn to communicate Acquire strength through hardships Share happiness with others Value traditions Respect older family Teach the younger generation	C1	1.	Identify characteristics of a well family.	Lifeplans, 66-67 Goals for Living, 89-93 Family Living, 109 Goals for Living, SAG, 34
	C2	2.	Write a letter to a prospective roommate describing your family's wellness characteristics. (A fictional letter is acceptable.)	
	C2	3.	Discuss the "three C's" of a happy family: communication, commitment, and cooperation. Give examples of how these are implemented in family life.	Lifeplans, 67
	C2	4.	Create a bulletin board with the 3-C theme.	
	C3	5.	Write and produce a 60-second video advertising a family activity.	Video camera Monitor VCR Tape
	C3	6.	Propose low cost activities for the whole family.	
	C3	7.	Predict what your family would do without a TV, car, or telephone for one month.	

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C1 Recognize wellness in the family.
5.00 (7 days)

OBJECTIVE: C1 Identify characteristics of wellness in the family.
5.03 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Characteristics of Family Wellness Respect one another Meet each other's needs Enjoy each other Are aware of common past Are committed to a common future Learn to communicate Acquire strength through hardships Share happiness with others Value traditions Respect older family Teach the younger generation	C2	8. List your family members and identify the contributions they make to the family system.	Goals for Living, 100-103
	C2	9. Identify characteristics of wellness in the family observed while viewing a family theme television program.	Visual media report

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Investigate wellness in the family.
5.00 (7 days)

OBJECTIVE: C1 Describe stages of family development.
5.04 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Stages of Family Development Couples stage Expanding family stage Launching stage Contracting stage	C1	1.	Complete a worksheet concerning family changes.	Family Living TRB, 117 Family Living, 120-123 Lifeplans, 58-60
	C2	2.	Using magazine pictures (or create your own), depict how families utilize technology at the various stages of development. Create a "Technology in Stages of Family Development" chart/bulletin board for classroom display.	Magazines Scissors Paper Glue Staples/Stapler
	C2	3.	Hold a contest to design a bulletin board explaining the family life cycle. Have the class choose one design to make for classroom display.	Paper, Borders Construction paper Markers, Scissors Staples/Stapler Magazines
	C2	4.	Discuss in small groups how a family can have members in various stages of family development. A minimum of three stages should be discussed.	
	C2	5.	Listen to a panel comprised of a newly-married couple, a couple with young children, parent(s) of a young adult, and a retired couple. Complete a listening sheet. Discuss how family lifestyles change in each stage.	Listening sheet

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Investigate wellness in the family.
5.00 (7 days)

OBJECTIVE: C1 Recognizing factors contributing to family dysfunctioning.
5.05 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Family Dysfunctioning Terms Abnormal Impaired Nonfunctional	C1	1.	Define dysfunctioning family.	Dictionary "Tough Times," McCall's, June 1991, 81
Contributing factors: Socio-economic level Early marriage Lack of education Anti-social behavior Environmental influences Family violence History of dysfunctioning	C2	✔ 2.	Prepare and present an illustrated talk on a selected topic contributing to family dysfunctioning.	List of topics Poster board Markers
	C2	3.	Read and discuss articles concerning factors that contribute to family dysfunctioning.	Choices. "Family Crisis," May 1990 "What Drugs Did To Our Family," April 1989 "Abuse-Abusive Relationships," May 1989 "Children of Alcoholics," September 1989 Current Consumers and Life Studies. "Family Divorce," September 1989 "Family Crisis," March 1991 "Family Member on Drugs," Feb. 1989 "Alcoholic Family," December 1989

References:

Why Does Mom Drink So Much?
(30 min.)
HMR Video
175 Tompkins Avenue
Pleasantville, NY 10570

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Investigate wellness in the family.
5.00 (7 days)

OBJECTIVE: C1 Recognizing factors contributing to family dysfunctioning.
5.05 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Family Dysfunctioning Terms Abnormal Impaired Nonfunctional Contributing factors: Socio-economic level Early marriage Lack of education Anti-social behavior Environmental influences Family violence History of dysfunctioning	C1	4.	Brainstorm factors contributing to family dysfunctioning.	Newsprint Markers
	C1	5.	Define words associated with dysfunctioning families.	Flash cards Family Living, 58, 212-220 Lifeplans, 97
	C1	✔ 6.	Listen to a guest speaker from an organization which assists dysfunctional families. Complete a listening sheet.	Suggested speakers: School resource officer DSS case worker Family court judge AA representative Former teen parent Psychologist Minister Marriage counselor Listening sheet
	C3	7.	Role play family crisis situations with positive outcomes.	Cards with role play prompts
	C2	8.	Identify what a "functioning" family is. Complete the sentence, "The most important function of the family is . . ." Read an article about today's family and write a summary.	Journals, Magazines

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Investigate wellness in the family.
5.00 (7 days)

OBJECTIVE: C3 Indicate sources of aid and support to persons in crisis situations.
5.06 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Family Support Services Department of Social Services Cooperative Extension Service Mental health agencies Public health agencies Public schools Religious organizations Community agencies	C1	1.	List the agencies in your community designed to aid and support families. Identify the type of aid these agencies may provide.	Family Living, 221-225 Lifeplans, 97-100 Goals for Living, 32-40 Telephone directory
	C1	✔ 2.	Make a "Community Services Directory."	Family Living, TRB, 62
	C3	3.	Write a news article on how to become a volunteer or contribute to a family aid agency. (Submit the students' choice to the student newspaper.)	Public Relations Kit Proctor & Gamble Educational Services P. O. Box 599 Cincinnati, OH 45201
	A	✔ 4.	Volunteer services for a family-support agency.	
	C1	5.	Develop an informational report on one source of assistance and present to class.	Agency list Telephone directory
	C2	6.	Design a bulletin board identifying community agencies, their purposes and locations.	Map Telephone directory Scissors Stapler/Staples Markers, Paper Letters, Borders
	C3	7.	Create a brochure for a family aid agency.	Paper Markers Scissors Old magazines

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Assess readiness for serious commitments.
6.00 (8 days)

OBJECTIVE: C1 Identify the types and stages of love relationships.
6.01 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Love Relationships Types Unromantic love Romantic love Infatuation Stages Initiation Maintaining relationship Making a commitment Ending a relationship	C1	1.	List and define the three types of love relationships.	Family Life, 42-44
	C1	2.	List and define the four stages of love relationships.	Lifeplans, 136-144
	C2	3.	With a team of other students from class, role play an encounter with people in your life which shows the three types of love relationships. This may take 1-3 sessions depending upon whether more than one type of love relationship is shown in a session.	Family Living, 42-44
	C2	4.	Write a script for a love story which must show the four stages of a love relationship.	Lifeplans, 136-144
	C3	5.	Conduct a "Love Survey." Ask 10 people to define love in one sentence. Compare your definition to theirs. Research 3 quotes which refer to love. Use one quote as a topic sentence for a paragraph about love.	

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Assess readiness for serious commitments.
6.00 (8 days)

OBJECTIVE: C1 Describe the qualities of a mature love relationship.
6.02 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Mature Love Relationships **Attitudes** **Behaviors**	C2	1.	Interview couples who have been married at least 5 years. Find out what they think are the factors that influence marital success. Prepare a summary of your interview.	Goals for Living, 134-142 Goals for Living, SAG, 55 How Do I Know If I'm Really In Love? (51 min.) Paramount Pictures 5555 Melrose Avenue Hollywood, CA 90038
	C3	2.	Complete a chart comparing the description of a mature person with the description of an immature person.	Goals for Living, 134-142 Goals for Living, SAG, 56
	C1	3.	List 5 characteristics of a mature person.	Goals for Living, 134-136
	C1	4.	In small groups, brainstorm problems that often occur in youthful marriages.	Goals for Living, 134-142 Goals for Living, TRB, 108
	C1	5.	Discuss how levels of maturity affect marital relationships.	Goals for Living, 134-142 Goals for Living, TRB, 110

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Assess readiness for serious commitments.
6.00 (8 days)

OBJECTIVE: C2 Discuss factors to consider when dating and selecting a mate.
6.03 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Mate Selection Factors Age Background Expectations Education Religion Career goals Attitudes Interests Dating Courtship Commitment Marriage Adjustments in marriage	C1	1. Listen to family counselor discuss factors to consider in mate selection. Complete listening sheet.	Family counselor Listening sheet
	C2	2. Develop a personal ad for a mate using factors learned from guest speaker.	
	C1	3. View filmstrip, Mate Selection: Making the Best Choice (26 min.) and complete visual media report.	Human Relations 175 Tompkins Avenue Pleasantville, NY 10570 Visual media report
	C1	4. View filmstrip, The Good Marriage: It Doesn't Just Happen (52 min.). Explain how a healthy dating relationship prepares couples for a healthy marriage relationship.	Sunburst Communications 1-800-431-1934
	C1	5. Interview couples about some adjustments they have made in marriage.	Goals for Living, 137-141 Goals for Living, SAG, 58
References: Goals for Living, 137-141 Lifeplans, 135-152 Family Living, 77-93 No Means No: Understanding Acquaintance Rape (31 min.) HMR Video 175 Tompkins Avenue Pleasantville, NY 10570	C2	6. Interview a married couple. Assess from interview which of the theories of mate selection the couple probably used.	Contemporary Living, 134-136

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Assess readiness for serious commitments.
6.00 (8 days)

OBJECTIVE: C2 Discuss factors to consider when dating and selecting a mate.
6.03 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Mate Selection Factors Age Background Expectations Education Religion Career goals Attitudes Interests Dating Courtship Commitment Marriage Adjustments in marriage	C3	7. Evaluate how you would handle some adjustments that are common to all newlyweds. Discuss answers with a partner/group.	Goals for Living, 137-141 Goals for Living, TRB, 111

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Assess readiness for serious commitments.
6.00 (8 days)

OBJECTIVE: C3 Predict the consequences of sexual behavior.
6.04 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Consequences of Sexual Behavior Society's reaction Single Married Diseases Pregnancy Financial consequences Educational consequences Future relationships	C2	1.	After viewing Teenage Birth Control: Why Doesn't It Work? (31 min.),predict society's reaction to teenagers involvement in sexual activities.	Sunburst Communications 1-800-431-1934
	C3	2.	Play STD Concentration. Evaluate the consequences of sexual behavior as related to STD's.	STD Concentration game
	C2	3.	Debate the costs of unwanted pregnancies to young, unmarried mothers and fathers.	Lifeplans, 157-162 Lifeplans, TRB, 30, #5
	C2	4.	Listen to a guest speaker address the issue of drug/alcohol influenced sexual activity and health related problems. Complete listening sheet and summarize by listing main points of guest speaker.	Alcohol or drug rehabilitation program Goals for Living, 155-157 Listening sheet
	C3	5.	Write and present a mini-drama which focuses upon a consequence of sexual behavior by teenagers.	Family Living, 68-75

References:

Spread the Word: Teens Talk to Teens (25 min.)
Don't Get It! Teenagers and Aids (23 min.)

HMR Video
175 Tompkins Avenue
Pleasantville, NY 10570

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Assess readiness for serious commitments.
6.00 (8 days)

OBJECTIVE: C3 Evaluate attitudes and behaviors which contribute to lasting relationships.
6.05 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Lasting relationships **Attitudes** **Behaviors**	C1	1. Write a marriage contract outlining responsibilities of the spouses. Identify attitudes necessary to fulfill responsibilities.	Family Living, TRG, 152
	C3	2. Interview couples who have been successfully married for at least 20 years. After the interviews, analyze the responses. Look for repeated reasons for marital success.	Goals for Living, SAG, 55
	C3	3. View a selected television drama or movie depicting a couple who has been married for several years. Evaluate how attitudes and behaviors of husband and wife contribute to the lasting relationship.	
	C3	4. Listen to a panel discussion on the positive and negative aspects of marriage. The members of the panel will be people who have been married over 20 years. Analyze comments related to attitudes and behaviors which contributed to lasting relationships.	

COURSE: INDEPENDENT LIVING UNIT: Interpersonal Relationships

COMPETENCY: C3 Assess readiness for serious commitments.
6.00 (8 days)

OBJECTIVE: C3 Evaluate attitudes and behaviors which contribute to lasting relationships.
6.05 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Lasting relationships **Attitudes** **Behaviors**	C3	5. Research the causes of divorce. Relate the causes of divorce to the factors that influence marital success.	
	C3	6. View video <u>You Can Marry for Keeps</u> (30 min.). Summarize what it takes to hold a marriage together and compare your findings with others in the class.	Sunburst Communications 1-800-431-1934

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Analyze the responsibilities of parenthood.
7.00 (12 days)

OBJECTIVE: C3 Determine factors to consider in the parenting decision.
7.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Factors to Consider Before Parenting Readiness for parenting Costs and joys of parenting	C2	1.	Read and react to case studies about couples' physical, emotional, and financial readiness for parenthood.	Case studies
	C3	2.	Debate the pros and cons of parenthood and then each type of parenthood. Include married, biological, single, adoptive, foster, and step-parents.	
	C1	3.	Brainstorm mature and immature reasons for having children.	
	C3	4.	Make a collage depicting the many responsibilities of parents.	Magazines, Paper, Scissors, Glue
	C3	5.	Research the costs of having a baby. Determine the medical costs for both mother and baby. Use mail order catalogs to figure the costs for a layette, furniture, and equipment.	
	A	✔ 6.	Listen to a guest speaker from the health department or the Coalition on Adolescent Pregnancy speak to FHA on parenthood readiness issues.	Health department N.C. Coalition on Adolescent Pregnancy
	A	7.	Listen to a panel of fathers discuss readiness for parenting. Write a summary of the points they identify.	

References:
Family Living, 128-132
Lifeplans, 155-156; 165-170
Goals for Living, 126-132
The Developing Child, 46-52

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Analyze the responsibilities of parenthood.
7.00 (12 days)

OBJECTIVE: C3 Compare family planning methods according to use and effectiveness.
7.02 (7 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Family Planning **Reasons for family planning** **Contraceptive methods** **Abstinence** **Condom** **Diaphragm** **Intrauterine device** **Pill** **Rhythm** **Spermicidal creams, foams, and jellies** **Tubaligation** **Vasectomy** **Withdrawal**	C2	1.	Discuss family planning issues such as age of mother and number and spacing of children.	
	C2	2.	Role play the consequences of unplanned parenthood.	
	C2	3.	Complete a chart on contraceptives while listening to an obstetrician or nurse speak to the class on ontraceptive methods and their effectiveness, costs, and possible side effects.	
Genetic counseling	C3	4.	Play a game to reinforce knowledge of contraceptives and effectiveness. Select an index card on which a contraception method is written. Line up according to effectiveness. Give a description and a possible side effect of each method.	Game cards
	C3	5.	Trace your roots back as far as you can after listening to a geneticist discuss genetic screening. Record birthdate, date, cause of death, and any hereditary illness.	<u>The Developing Child</u>, 79
	C3	6.	Complete a genetic screening form. Determine the risk factors which could affect a pregnancy.	<u>The Developing Child</u>, 79 Genetics Association of North Carolina, Inc.
<u>References:</u> <u>Family Living</u>, 72, 132 <u>Lifeplans</u>, 157-162 <u>Parents and Their Children</u>, 60-64	C2P	7.	Obtain and complete a medical history form from health department.	Medical history form

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Analyze the responsibilities of parenthood.
7.00 (12 days)

OBJECTIVE: C1 Describe prenatal care in relation to nutrition, exercise, and medical
7.03 supervision. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Prenatal Care Nutrition Exercise Medical supervision	C2	1. Prepare interview questions for a panel of prenatal care experts. Listen to an obstetrician, a midwife, and a pair of new parents.	
	C2	2. Research and write a report on factors which affect the developing fetus: diet, maternal age, x-rays, smoking, alcohol, and drugs. Present findings to class.	
	C2	3. After reading available materials on prenatal care, discuss signs of pregnancy, the first prenatal visit, subsequent visits, conditions to be reported to the doctor, common discomforts, exercise during pregnancy, and community resources available to the mother-to-be.	The Miracle of Life, Nova Series, PBS, (60 minutes)
References: Family Living, 136-140 Lifeplans, 157-163 The Developing Child, 91-103	C3	4. Prepare a chart outlining good nutrition for pregnant women. Include food groups, number of servings needed, the nutrients, and contributions to development of the fetus.	
Healthy Pregnancy, Healthy Baby. . . Maternal and Child Health Branch N.C. Dept. of Human Resources	C3	5. Discuss the growth and development in each of the three trimesters and the changes the mother-to-be experiences.	"How a Baby Grows" Time Line Exhibit, March of Dimes Supply Division, Birth Defects Foundation 1275 Mamaroneck Avenue White Plains, NY 10605
Pampers, Proctor and Gamble Company Cincinnati, Ohio 42501			
Prenatal Care and Development Milliken Publishing			

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Analyze the responsibilities of parenthood.
7.00 (12 days)

OBJECTIVE: C1 Describe prenatal care in relation to nutrition, exercise, and medical supervision. (3 days)
7.03

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Prenatal Care Nutrition Exercise Medical supervision	C3	6.	Play bingo using prenatal development terms.	Bingo cards
	C3	✔ 7.	For clinics, prepare a display on prenatal care.	
	A	8.	Listen to a guest speaker on prepared childbirth (Lamaze, LeBoyer, Bradley).	Prepared childbirth instructor
	C1	9.	View video, It's Up to Me, (13 min.). List the do's and don't's for pregnant women.	March of Dimes Supply Division, Birth Defects Foundation 1275 Mamaroneck Avenue White Plains, NY 10605
	C2	10.	View video, Inside My Mom, (7 min.). Write a letter from a fetus to a mother about prenatal care.	March of Dimes Supply Division, Birth Defects Foundation 1275 Mamaroneck Avenue White Plains, NY 10605

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Determine the impact of children on the family.
8.00 (7 days)

OBJECTIVE: C3 Analyze parental adjustments to care of the newborn.
8.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Adjustments to the Newborn Changes in lifestyles Newborn care	C2	1. Interview new parents about their adjustments to their new babies. Discuss changes in lifestyles.	
	C3	2. Visit a local hospital to observe newborn babies. Compare observations with characteristics given in text.	
	C2	3. View video Caring for Your Newborn (111 min.). Discuss newborn characteristics and care. Identify common concerns during the first year.	Dr. Benjamin Spock, Public Library
	P	4. Demonstrate bathing, diapering, and dressing a baby using a doll.	Baby doll Nursery supplies
	C2	5. Debate the pros and cons of bottle vs. breast feeding.	The Developing Child, 108
	C2	6. Invite new moms and dads to class. Prepare and ask questions concerning baby's schedule, feedings, immunizations, clothing costs, and father's roles.	

References:

Family Living, 152-155
Lifeplans, 168-170; 175-178
Goals for Living, 140-141
The Developing Child, 40-45, 138-148

Baby Care Basics, VIDA Health Communications Inc. Cambridge, MA, 1-800-537-2336, (110 min.)
Infant Health Care, Johnson and Johnson (45 min.)
Infant Development, Johnson and Johnson (45 min.)

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Determine the impact of children on the family.
8.00 (7 days)

OBJECTIVE: C3 Examine ways to build confidence and feelings of self-worth in children.
8.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Confidence and Self-Worth Physical development Emotional development Social development Intellectual development Guidance and discipline	C3	1.	Write case studies depicting parents hindering confidence and self-worth in children. Exchange and offer ways to build confidence and self-worth.	Self-Worth in Children and Parents, Video, (28 min.), Teaching Aids, Inc. P. O. Box 1798 Costa Mesa, CA 92628-0798
	C3	2.	Create a class display showing ways to encourage physical, emotional, social, and intellectual development. Wrap four boxes with plain paper. Cut and glue pictures and write captions to show ways to encourage development in each of the areas given.	Boxes Paper Scissors Glue Magazines
	C3	3.	Design a toy for a child 0-4. Explain how the toy contributes to development.	
	C3	4.	Bring ready-made toys to class. Discuss what the child learns by playing with the toy, the toy's safety and what age the toy would be appropriate. Discuss other ways children learn.	
	C2	5.	Interview parents. Ask how they set and enforce limits, what is done if limits are ignored, and what advice they would give concerning children and discipline.	

References:
Family Living, 148-168
Lifeplans, 178-192
Goals for Living, 186-202, 204-223
Dare to Discipline, Dr. James Dodson

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Determine the impact of children on the family.
8.00 (7 days)

OBJECTIVE: C3 Examine ways to build confidence and feelings of self-worth in children.
8.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Confidence and Self-Worth **Physical development** **Emotional development** **Social development** **Intellectual development** **Guidance and discipline**	C3	6.	As a class, prepare a mural on development. Select photos of children 0-4. Arrange photos in order of developmental stages.	Magazines Bulletin board paper
	C3A	✔ 7.	Participate in FHA Competitive Event, "Little Friends, Senior Division."	N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Determine the impact of children on the family.
8.00 (7 days)

OBJECTIVE: C3 Analyze causes and effects of child abuse and neglect.
8.03 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Child Abuse and Neglect Causes Effects Prevention	C2	1.	Collect and read all newspaper articles on child abuse and neglect printed in the local newspaper for one week. Bring to class and discuss child abuse, causes, effects, and ways to prevent abuse.	Newspapers
	A	2.	Listen to speaker from Protective Services or a family counselor talk about child abuse.	Department of Social Services
	C2	3.	Locate a copy of North Carolina's legal definition for child abuse and neglect. Discuss the definition according to the state's statutes.	
	C2	4.	Discuss ways to recognize victims of child abuse, procedures for reporting suspected abuse, and community resources available to assist families.	
	A	5.	React to the following statement: "People who were abused as children are most likely to abuse their own children." Discuss ways to break the cycle of child abuse.	
	C3	6.	View the video, Child Abuse and Neglect: The Hidden Hurt, (39 min.). Discuss the warning signs of child abuse and neglect. Read case studies, identify the warning signs, and tell how the abuse could have been prevented.	Teaching Aids, Inc. P. O. Box 1798 Costa Mesa, CA 92628-0798 Case studies

References:
Family Living, 218-220

COURSE: INDEPENDENT LIVING UNIT: Parenting Decisions

COMPETENCY: C3 Determine the impact of children on the family.
8.00 (7 days)

OBJECTIVE: C3 Analyze causes and effects of child abuse and neglect.
8.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Child Abuse and Neglect **Causes** **Effects** **Prevention**	A	7. Listen to a family court judge or child advocate address the rights of children in North Carolina.	District Attorney

COURSE: INDEPENDENT LIVING UNIT: Managing Resources

COMPETENCY: C3 Examine available resources.
9.00 (4 days)

OBJECTIVE: C1 Identify types of resources.
9.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Types of Resources Human Nonhuman Natural Material	C2	1.	List examples of resources. Discuss the different categories of resources: human, nonhuman, natural and material. Categorize examples.	Goals for Living, 32-34 Lifeplans, 241-246
	C1	2.	Work in pairs to complete "Identifying Resources" worksheet.	Goals for Living, SAG, 17-18
	C3	3.	Write a case study of a typical teen problem. Exchange with a classmate. List resources that would be used to solve problem. Identify types of resources.	
	C3	4.	Role play committees planning the prom. Have a recorder in each group. Note resources discussed. List on board/poster. Suggest other possible resources that were not discussed.	
	C3	5.	List examples of your human resources. Rewrite into a classified ad to emphasise your unique potential. Shuffle and read aloud so class can guess identities.	
	C3	6.	Develop games that reinforce/review the types of resources and their categories. Work in groups of no more than 3. Suggested games: Bingo, Old Maid, Concentration.	

COURSE: INDEPENDENT LIVING UNIT: Managing Resources

COMPETENCY: C3 Examine available resources.
9.00 (4 days)

OBJECTIVE: C3 Consider resource use in relation to impact on environment.
9.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Environmental Impact **Reduce** **Reuse** **Recycle**	C3A	1.	Write and mail letters to companies that tend to over-package their products.	
	C3A	✔ 2.	Organize and lead a group of participants in a statewide clean-up campaign (e.g., North Carolina Big Sweep or Adopt-A-Highway).	UNC Sea Gant, Box 8605 NCSU, Raleigh, NC 27695-8605 N. C. Dept. of Highways/ Transportation Contact local office
	C3A	✔ 3.	Plan and sponsor a school-wide recycling project (e.g., aluminum, beverage cans, cardboard, plastic six pack ring trees, paper, telephone books, newspapers and glass).	Council for Solid Waste 1-800-2-HELP-90
	C2	4.	Construct a bulletin board/ display to be used in the classroom or school lobby. Place outline of North Carolina as background with collected magazine pictures or newspaper headlines of hazardous material sites.	Old magazines Newspapers

COURSE: INDEPENDENT LIVING UNIT: Managing Resources

COMPETENCY: C3 Examine available resources.
9.00 (4 days)

OBJECTIVE: C3 Consider resource use in relation to impact on environment.
9.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Environment Impact Reduce Reuse Recycle	C1	5.	Survey your home to locate hazardous waste (e.g., moth balls, oil, antifreeze, gasoline, lead paint, silver polish). List the item and its location in the home. Use the lists to compile the items into a visual of a house. Write where the hazardous waste items are most often found.	Des Moines Register U. S. News World Report Iowa Conservationist N.C. Coalition for Conservation Action P. O. Box 10627 Raleigh, NC 27605
	C3	6.	Make home-made household cleaning products and compare effectiveness to commonly purchased products that are displayed in the classroom.	County Cooperative Extension Services Hints from Heloise
	C2	7.	Analyze your trash at home. List reuseable and recyclable trash.	Cooperative Extension Service
	C3	8.	Research and develop a booklet listing environmentally conscious practices. Distribute booklets to day care centers, community clinics and churches.	50 Simple Things You Can Do to Save The Earth, 1989, The Earth-Works Group
	C2	✔ 9.	Read selectively and report to the class from books on the environment. Develop posters and supportive materials for the oral reports. Present FHA Competitive Event, "Illustrated Talk, Senior Division."	Silent Spring by Rachel Carol N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Managing Resources

COMPETENCY: C3 Examine available resources.
9.00 (4 days)

OBJECTIVE: C3 Consider resource use in relation to impact on environment.
9.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Environmental Impact **Reduce** **Reuse** **Recycle**	C3	10. Divide into 4 small groups. Two groups develop case studies or role play situations to show how environmentally conscious individuals or families practice concern, and two groups show careless practices.	
	C3	11. View video The Living Planet to get an overview of the environment and suggested conservation habits. Develop a checklist to assess your personal conservation habits.	Johnson Wax Boyle-Midway, Inc. New York, NY 10017

COURSE: INDEPENDENT LIVING UNIT: Managing Resources

COMPETENCY: C3A Apply principles of resource management.
10.00 (9 days)

OBJECTIVE: C2 Relate management principles to resource use.
10.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Management Principles Planning Implementing Controlling Evaluating	C2	1.	Discuss the management process. Identify management principles in teacher-made case studies.	Family Living, 253-259 Case studies
	C3	2.	To illustrate the principle of balance, make a mobile depicting your actual resources, values, needs, and wants. Use magazine photos, cartoons, or objects to physically balance mobile. Write a paragraph explaining how you balance unlimited wants with limited resources in your life.	Dowels or coat hangers Wire or string Magazines Newspapers Objects
	C2	3.	Read an article about an individual featured in a magazine. Summarize how the individual developed, exchanged, or shared resources to achieve goals.	Time Newsweek Businessweek U. S. World Report Goals for Living, 36-38
	C3	4.	As a class, list goals on the board. Choose 2-3 goals and list the management principles and resources used to reach the goal.	
	C2	5.	Complete charts on "Goals and Standards."	Goals for Living, SAG, 16
	C3	6.	Work through the management process by completing "Using the Management Process."	Goals for Living, SAG, 12

References:
Lifeplans, 269-272

COURSE: INDEPENDENT LIVING UNIT: Managing Resources

COMPETENCY: C3A Apply principles of resource management.
10.00 (9 days)

OBJECTIVE: C3A Apply time and money management principles to family living.
10.02 (7 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Time Management Things-to-do list Schedule Calendar Money Management Expense record Budget	C3	1.	Given a list of activities to be completed in a specified time frame. Schedule the activities in the most efficient time schedule.	Activity list
	C3	2.	Make a "Things-to-Do" list for a day and a schedule for a week.	
	C3	3.	Work in small groups or in pairs. Identify fixed and flexible expenses. Formulate a budget for a single adult living alone or with a roommate.	Family Living, 256-257 Master Budget Calculator, Software Cambridge Home Economics 1-800-468-4227
	A	4.	Listen to a dual-career couple with children, a single-parent or an extended family member discuss tips and adjustments made in order to manage time and money.	
	C3PA	✔ 5.	Participate in FHA Competitive Event, "All-Star Project, Senior Division," addressing the homeless issue.	N.C. FHA/HERO Competitive Event Handbook

References:
Family Living, 256-259
Goals for Living, 46-49
Lifeplans, 272-277

COURSE: INDEPENDENT LIVING UNIT: Managing Resources

COMPETENCY: C3A Apply principles of resource management.
10.00 (9 days)

OBJECTIVE: C3A Apply time and money management principles to family living.
10.02 (7 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Time Management Things-to-do list Schedule Calendar Money Management Expense record Budget	C1	6. View films/videos that introduce and reinforce money management principles. List principles presented.	The Road to Wise Money Management: Planning, Credit, and Your First Paycheck The School Company 1-800-543-0998 Winning the Money Game Money Mgt. Institute Household Intl. 2700 Saunders Road Prospect Heights Il 60070 Handling Your Money Educational Design 47 West 13th Street New York, NY 10011 The Resourceful Ones American Council of Life Insurance 1850 K Street NW Washington, DC 20006 On Your Own Credit Union National Assoc. Box 431 Madison, WI 53701

COURSE: INDEPENDENT LIVING UNIT: Clothing Decisions

COMPETENCY: C3 Make clothing selections using the principles of wardrobe planning.
11.00 (8 days)

OBJECTIVE: C3 Select clothes for season and occasion which enhance appearance and
11.01 self-concept in relation to figure type. (5 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Clothing Needs Appearance enhancement Color Line Texture Design Season Occasion Lifestyle	C3	1.	Using Your Ideal Silhouette, have your figure type analyzed. Using computer analysis, chart a personal wardrobe plan (i.e., color, line, texture and design).	Your Ideal Silhouette, Software, Meredian Education Corporation
	C3	2.	After listening to a lecture on the elements of design, complete a worksheet that has six-identically-drawn "person" images. Cut and glue the provided clothing cutouts to each image appropriately resolving the request below it (ex., "for a taller look").	Goals for Living, 281-286 Lifeplans, 420-427 Image worksheet
	C3	3.	Divide class into two teams. Play tic-tac-toe or dot-to-dot (using the overhead projector). From case studies, answer questions that resolve clothing needs (based on seasonal, occasion, lifestyle, and appearance enhancement needs).	Goals for Living, 281-286, 420-427 Case studies
	C2	4.	View video Fashion Your Figure (35 min.). Discuss principles in video.	The Learning Seed 1-800-634-4941
	C2	5.	Listen to a presentation on choosing the colors that are right for you. Discuss the relationship of hair, skin, eye color, and figure type to the color of your clothing.	Goals for Living, 295

COURSE: INDEPENDENT LIVING UNIT: Clothing Decisions

COMPETENCY: C3 Make clothing selections using the principles of wardrobe planning.
11.00 (8 days)

OBJECTIVE: C3 Select clothes for season and occasion which enhance appearance and
11.01 self-concept in relation to figure type. (5 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Clothing Needs Appearance enhancement Color Line Texture Design Season Occasion Lifestyle	C3	6. Work in pairs to develop a personal analysis. Identify personal features to consider when selecting clothing such as body type, face shape, skin, hair, and eye color.	Goals for Living, 295

COURSE: INDEPENDENT LIVING UNIT: Clothing Decisions

COMPETENCY: C3 Make clothing selections using the principles of wardrobe planning.
11.00 (8 days)

OBJECTIVE: C2 Relate available resources to clothing needs.
11.02 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Clothing Resources Money Time Skills Sewing Design Repair Recycling Hand-me-downs Swapping Shopping Retail services Rummage sales	C2	1.	View video Wardrobe Planning (11 min.). Discuss the five clothing sources identified, their advantages and disadvantages.	Opportunities for Learning 1-800-243-7116
	C3	2.	Create a bulletin board in a large chart form. Horizontal column headings should be labeled with the type of clothing sources. Vertical columns should be labelled with features (ex., special features, location, range of brands, etc.). (Creative photos or magazine pictures of clothing sources could be used in place of names.)	Lifeplans, 438-439 Art supplies
	C2	3.	Participate in a clothing repair/ recycling lab. Explain the ways in which these two processes stretch your clothing dollar.	Goals for Living, 296-297 Lifeplans, 446
	C3	4.	Cooperatively devise a list of 5-7 clothing items for which to shop. Visit three types of clothing sources. List findings on a pre-planned chart of criteria (ex., expensive/inexpensive, quantity, quality, styles available, etc.).	Goals for Living, 288-289 Lifeplans, 438-439

COURSE: INDEPENDENT LIVING UNIT: Clothing Decisions

COMPETENCY: C3 Make clothing selections using the principles of wardrobe planning.
11.00 (8 days)

OBJECTIVE: C2 Relate available resources to clothing needs.
11.02 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Clothing Resources Money Time Skills Sewing Design Repair Recycling Hand-me-downs Swapping Shopping Retail services Rummage sales	C2	5.	Create your own "Clothing "Source" Bingo Card with a type of clothing source in each square. Have a student/teacher tell an advantage/disadvantage of an unnamed clothing source. Cross out/cover that source square. The student who covers all squares diagonally, vertically, or horizontally wins.	Goals for Living, 288-289 Lifeplans, 438-439 Bingo cards
	C3PA	✔ 6.	Operate a clothing closet for community homeless shelter.	

COURSE: INDEPENDENT LIVING UNIT: Clothing Decisions

COMPETENCY: C3 Recommend procedures for the care of clothing.
12.00 (4 days)

OBJECTIVE: C3 Identify various products and processes for cleaning clothes and other
12.01 textile products. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Cleaning Products Processes	C2P	1.	Participate in a stain removal lab. Individually, stain 5-6 swatches of fabric (ex., lipstick, ink, etc.). Using a stain removal chart, remove stains with commercial/non-commercial products. Discuss techniques of products/processes.	Goals for Living, 297, 300, 301 Lifeplans, 443
	C3	2.	Separate into groups of 3-4. Bring a stained garment from home. Decide within groups what product and process to use for stain removal. Group demonstrates process to class.	Goals for Living, 297, 300, 301 Lifeplans, 443
	C3P	3.	Develop a display of laundry and stain removal products. Separate into pairs and allow each pair to select one product and demonstrate its use.	Goals for Living, 297, 300-304
	C3	4.	Divide into 2-3 teams. Each team must correctly sort its 12-15 "clothing" cards/banners into laundry piles. First team to complete accurately, wins. (Example: "pair white socks," "pink cotton blouse," etc.)	Goals for Living, 302, 303 Clothing cards
	C3	5.	Create a mobile that displays laundry/stain removal problems, products, and processes.	Goals for Living, 299-303 Lifeplans, 442-443

COURSE: INDEPENDENT LIVING UNIT: Clothing Decisions

COMPETENCY: C3 Recommend procedures for the care of clothing.
12.00 (4 days)

OBJECTIVE: C3 Identify various products and processes for cleaning clothes and other
12.01 textile products. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Cleaning Products Processes	C2	6. Complete "Care Labels" worksheet. Discuss findings.	Goals for Living, SAG, 114
	C2	7. Complete "A Comparison of Laundry Products." Discuss findings.	Goals for Living, SAG, 115, 116

COURSE: INDEPENDENT LIVING UNIT: Clothing Decisions

COMPETENCY: C3 Recommend procedures for the care of clothing.
12.00 (4 days)

OBJECTIVE: C3 Determine the daily, weekly and seasonal storage of clothing.
12.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Storage Daily Weekly Seasonal	C2	1. Complete "Your Clothing Care Habits." Discuss findings with class.	Goals for Living, SAG, 111-112
	C3	2. Discuss clothing storage principles. Divide into teams. Individual from team picks an open-end statement card regarding clothes storage from fishbowl assortment (ex., "If starched clothing is stored, . . ."). If correctly completed without team assistance, 2 points. If completed completed with team assistance, 1 point; incorrect, 0 points. Next team's turn. Team with most points win.	Goals for Living, 298-299 Clothing storage card
	C3	3. Create a bulletin board listing clothes storage principles and displaying magazine pictures of clothes appropriately stored.	Goals for Living, 298-299
	C3	4. Divide into small groups. From case studies, read a case study and determine what clothing storage procedure would have prevented a given problem. Exchange with another group and repeat this activity.	Goals for Living, 298-299 Case studies
	C2	5. Listen to a local dry cleaner report to the class on proper clothes storage practices. Complete listening sheet.	Goals for Living, 298-299 Lifeplans, 433 Listening sheet

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C2 Explain characteristics needed to be a productive member of society.
13.00 (2 days)

OBJECTIVE: C1 Describe the rituals and symbols of an organization.
13.01 (0.5 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Rituals and Symbols Objective Purposes Motto Creed Ceremonies Emblem Flower Colors	C1	1. Prepare a fact sheet for new members. Include the emblem, flower, colors, and motto.	
	C1	2. Diagram the FHA emblem. Label each part of the emblem and tell what each one means.	Learn, Grow, Become, 17
	A	3. Reproduce the FHA/HERO emblem (draw, needlepoint, cross stitch, applique, paint, computer-aided graphic, etc.).	Stitchery Art supplies Copies of the emblem
	C2	4. Construct a mural illustrating the 8 purposes of the FHA. Display in class.	
	C2	5. Using the FHA motto and current year's theme, write a poem, rap, cheer, or song about your chapter.	
	C2	6. Plan to use the various FHA ceremonies. Add them to the chapter's program of work.	

References:

Learn, Grow, Become, 19-25
N. C. Carolina FHA/HERO Handbook

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C2 Explain characteristics needed to be a productive member of society.
13.00 (2 days)

OBJECTIVE: C2 Illustrate effective and ineffective leadership.
13.02 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Leadership Qualities	C1	1.	List traits you would look for in a leader. Beside each one, name a person who displays that trait.	
Positive personality				
Communicates effectively				
Good memory				
Creative				
Business-like appearance	C3	2.	Complete "Select Leaders Within Your Community."	Learn, Grow, Become, 165
Leadership Styles				
Autocratic				
Democratic	C3	3.	Debate the following topic: Leadership is an inherited characteristic; it is not learned.	
Laissez-faire				
	C2	4.	Divide into 3 groups representing the 3 leadership styles. Act out the same situation in all 3 groups to contrast the styles.	Leadership Situations
	C2	5.	Illustrate, in poster format, the three styles of leadership.	
	C3	6.	Evaluate yourself as an FHA/HERO leader.	Learn, Grow, Become, 169-171

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C2 Explain characteristics needed to be a productive member of society.
13.00 (2 days)

OBJECTIVE: C1 Identify opportunities for leadership roles and cooperative efforts.
13.03 (0.5 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Leadership Roles Officer Committee Chair Committee Member Member Cooperative Efforts	C1	1.	List benefits of being a productive member of an organization.	
	C2	2.	Summarize the roles of different individuals at a public meeting. Suggested meetings: school board, church board, county commission, PTSA, and school organization other than FHA/HERO.	
	C2	3.	Choose a group or organization. Diagram the structure of the group. Identify leadership roles and member roles.	Learn, Grow, Become, 13
	C2	4.	Identify school leaders and discuss how they fulfill the leadership roles. Select one. Interview to determine how she/he encourages cooperative efforts. Report to class.	
	A	5.	Design and create a FHA/HERO display by working in groups.	

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3 Apply decision-making skills in individual/organizational activities.
14.00 (2 days)

OBJECTIVE: C3 Use the planning process to make decisions.
14.01 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Planning Process Identify concerns Set goals Form a plan Act on plan Follow up	C1	1.	Identify the steps and symbols in FHA/HERO planning process. State how they are used in making organizational decisions.	Careers in Home Economics, 38-39, 72-83 Learn, Grow, Become, 65-66
	C2	2.	Outline the steps of the FHA/HERO planning process for a possible chapter community service project.	Local FHA/HERO chapter annual plans for community service projects
	C3	3.	Select an individual section from the project "Power of One." Use the FHA planning process to organize and make decisions about the project.	Careers in Home Economics, 38-39, 72-73 Learn, Grow, Become, 65-66 "Power of One" booklet, National FHA Headquarters Reston, Virginia
	C3	4.	Use the brainstorming technique to gather ideas for projects for your organizations. Limiting to a specific area (fund raising, competition, service projects, etc.) may be more profitable.	Careers in Home Economics, 38-39, 72-83 Learn, Grow, Become, 65-66 Local chapter's program of work for this year

References:
Goals for Living, 17-18, 40-41
Family Living, 254-256, 326

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3 Apply decision-making skills in individual/organizational activities.
14.00 (2 days)

OBJECTIVE: C3 Use the planning process to make decisions.
14.01 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Planning Process Identify concerns Set goals Form a plan Act on plan Follow up	C3P	5.	Compare and apply the FHA planning process to another style of decision making. Use two different processes to make a decision for one given problem.	Family Living, TRB, 110

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3 Apply decision-making skills in individual/organizational activities.
14.00 (2 days)

OBJECTIVE: C3 Distinguish between long and short term goals.
14.02 (0.5 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Types Long-term Short-term Goal setting Prioritizing goals Evaluating goals Realizing goals	C1	1.	State the difference between a short- and long-term goal.	Leadership Development, 4-6
	C3	2.	From a list of goals prepared by your teacher, determine whether or not they are short- or long-term.	N.C. FHA/HERO Handbook, 26 Learn, Grow, Become, 65-66
	C3	3.	Prepare a list of personal short and long term goals. Prioritize the list and share it with your group. Identify any similar goals.	Leadership Development, 4-6 N.C. FHA/HERO Handbook, 26 Learn, Grow, Become: 65-66
	C3	4.	Select a long-term goal that is very important to you. Prepare a plan sheet showing the steps or stages needed to achieve that goal and the time it will take to accomplish each step.	Leadership Development, 4-6 N. C. FHA/HERO Handbook, 26 Learn Grow, Become, 65-66
	C3P	5.	Prioritize a list of your goals for the coming week. Create a daily schedule of how you plan to spend your time each day. At the end of the week, evaluate your list of goals and your schedule. Decide whether they were realistic or not.	Family Living, 261
	C3	6.	Make a time-line of goals for school year. Choose one long-term goal. Schedule short-term goals to accomplish the selected goal.	Lifeplans, TM, 39 Time Management. . . A Student's Guide, Software, Opportunities for Learning 1-800-243-7116

References:
Family Living, 249-250, 258, 281
Goals for Living, 11, 16, 28-31
Lifeplans, 239-241, 255

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3 Apply decision-making skills in individual/organizational activities.
14.00 (2 days)

OBJECTIVE: C1 Describe ways to manage time effectively.
14.03 (0.5 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Time Management Techniques Keep a calendar Prioritize list Set goals Group similar activities Overlap/dovetail Limit interruptions Time Wasters Procrastination Disorganization Distractions	C2	1.	Write a humorous story about an FHA group who failed to plan ahead. Exchange stories and write a prescription for more effective time management.	
	C1	2.	View video, Study Skills: How to Manage Your Time (13 min.). Complete visual media report.	Guidance Associates 1-800-431-1242
	C1	3.	Define procrastination. Identify 2 times when you have personally been affected by procrastination. Identify 2 times when your FHA chapter was affected by someone's procrastination.	
	C3	4.	Select an indepth FHA/HERO project from "Power of One" booklet. Use time management techniques to conduct project.	"Power of One" booklet FHA Headquarters Reston, Virginia
	C3	5.	Create a list of things to be done by your chapter to sponsor a March of Dimes Walk-A-Thon at your school. Identify possible distractions and make a plan to avoid them.	Local March of Dimes organization
References: Goals for Living, 46-47 Lifeplans, 259, 272-275 Family Living, 258-259	C3P	✔ 6.	Participate in FHA Competitive Event, "All-Star Chapter, Senior Division," by developing a program of work.	N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P Practice effective communication skills.
15.00 (3 days)

OBJECTIVE: C2 Explain how communication affects leadership.
15.01 (0.5 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Communication Skills Listening Speaking Writing Reading	C2	1. Discuss what is meant by the following: "Communication is a two-way street." Role play leadership situations with officers and members. List statements made by each group which illustrate the quote.	
	C2	2. View video, Study Skills: How to Listen Effectively (14 min.). Relate attention, concentration, evaluation and feedback to good listening skills.	Guidance Associates 1-800-431-1242
	C3	3. Develop a written statement advocating the need for a leader to be able to read, write, speak and listen in order to effectively communicate with groups.	
	C3PA	4. As a community service, volunteer to tutor elementary students in communication skills.	
	C2	5. Adapt "Production Company Stimulation Game." Divide into two groups. Appoint a leader for each. One leader gives only verbal instructions to his/her group; the other leader, only nonverbal. After producing 5 boxes, discuss the importance of effective communication skills.	Learn, Grow, Become, 137-139

References:
Careers in Home Economics, 86-99
Leadership Development, 84-122
Learn, Grow, Become, 191-259
N.C. FHA/HERO Handbook, 40-41

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P Practice effective communication skills.
15.00 (3 days)

OBJECTIVE: C2 Explain how communication affects leadership.
15.01 (0.5 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Communication skills Listening Speaking Writing Reading	C3P ✔ 6.	Participate in FHA Competitive Event, "Spread the Word, Senior Division," to practice communication skills.	N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P Practice effective communication skills.
15.00 (3 days)

OBJECTIVE: C3P Prepare a written persuasive presentation.
15.02 (0.5 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Persuasive Presentation Organization Introduction Body First main point Second main point Conclusion Guidelines for written presentations	C2	1.	Write a checklist to use when preparing a persuasive presentation.	
	C3P	2.	Research a topic for a persuasive presentation. Construct an outline.	Learn, Grow, Become, 227-228
	C3	3.	Write a persuasive speech to present to the school principal concerning an activity you would like your FHA/HERO chapter to do during this school year.	
	C3	4.	Write a persuasive speech to present to the principal requesting that Independent Living be a requirement for high school graduation.	
	C3P	5.	Video tape persuasive presentations given by members of the class. Evaluate the effectiveness of the presentations by the given guidelines.	
	C3P	6.	Prepare and present a campaign speech for an FHA office.	
	C3P	✔ 7.	Write an editorial for your FHA newsletter recruiting members to participate in FHA Competitive Event, "Volunteer Action, Senior Division."	N.C. FHA/HERO Competitive Event Handbook

References:
Leadership Development, 84-122
Learn, Grow, Become, 211-219
N.C. FHA/HERO Handbook, 40-41

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P Practice effective communication skills.
15.00 (3 days)

OBJECTIVE: C3P Present a prepared speech.
15.03 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Prepared Speech Topical outline Introduction Body First main point Second main point Conclusion Speaking skills Method of presentation/ delivery Evaluation	C1A	1.	Listen to a speaker from Toastmasters International. Take notes on how to present a prepared speech.	Toastmasters International
	C3P	2.	View a video tape of a famous speech.	
	C3P	3.	Select a topic for a speech. Develop a topical outline. Present speech to the class. Video tape the speech and evaluate the results.	Learn, Grow, Become, 227-228
	C3P	4.	Present a fellow student to your Independent Living class. Include a brief background of the student.	
	C3P	5.	Present a prepared speech on FHA activities to the local advisory committee.	
	C3P	6.	Present guest speakers at an FHA meeting. Give a brief background of the guest and lead the applause after the introduction.	

References:
Learn, Grow, Become, 193-219
N.C. FHA/HERO Handbook, 40-41

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P Practice effective communication skills.
15.00 (3 days)

OBJECTIVE: C3P Present an extemporaneous speech.
15.04 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Extemporaneous Speech Introduction Body Closure	C1	1. List the steps used in presenting a prepared speech. Specify how you use those steps when gathering your thoughts for an extemporaneous speech.	
	C3	2. Present a three-minute speech on how you would inform a new student about FHA/HERO.	
	C3P	3. Select a topic from list provided by the teacher. Present an extemporaneous speech on that topic.	Topic list
	C2A	4. Discuss the benefits of being able to present an extemporaneous speech.	
	C3P	5. Video tape FHA chapter members giving extemporaneous speeches. With members' permission, view tapes and critique effectiveness of presentations.	
	C3P	6. Pretend a local newspaper reporter is interviewing you about chapter events. Respond with an extemporaneous speech.	

References:
Learn, Grow, Become, 193-219
N. C. FHA/HERO Handbook, 40-41

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P 16.00 — Demonstrate techniques for conducting a meeting. (3 days)

OBJECTIVE: C1 16.01 — State purposes for using parliamentary procedure. (0.5 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Parliamentary Procedure Terms Purposes Officers Committees	C1	1. View video, Parliamentary Procedure in Action (47 min.).	Charles Clark Co. Inc. 1-800-247-7009
	C1	2. Complete "Parliamentary Procedure Crossword Puzzle."	N. C. FHA/HERO Handbook, 87
	C1	3. Draw a card from a deck of red and white cards. If you have a red card, read the name of the office. If you have a white card, read the duties of the office. Find your match in the class.	Red officer cards White duty cards
	C3	4. Divide into committees. Elect a chair and a recorder. Using the planning process, plan a chapter activity for the year.	
	C3	5. Produce a video tape highlighting each purpose of parliamentary procedure.	

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P Demonstrate techniques for conducting a meeting.
16.00 (3 days)

OBJECTIVE: C3 Prepare an agenda.
16.02 (0.5 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Agenda Purpose Componets Order	C2	1.	Examine various sample agendas. Note the order of the items. Compare the order to the "Order of Business" used in parliamentary procedure.	Sample agendas
	C1	2.	Given agenda items on individual paper strips, arrange in proper order.	Agenda slips
	C3P	3.	Participate in an unplanned meeting with no agenda. After meeting, discuss purposes of an agenda. Make an agenda and conduct meeting utilizing agenda. Contrast effectiveness of meetings.	
	C3	4.	Plan an agenda for the next FHA/HERO meeting utilizing the minutes from the last meeting as a basis for business that must be handled.	Minutes from the last FHA/HERO meeting
	C2	5.	Construct a bulletin board entitled "Agendas with Action." Illustrate agenda with actions taken at last meeting or use plan from activity 4.	

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P Demonstrate techniques for conducting a meeting.
16.00 (3 days)

OBJECTIVE: C1 Describe methods of voting.
16.03 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Methods Voice Hands Ballot Mail Proxy Rising Roll call	C1	1.	Construct a crossword puzzle utilizing voting terms and definitions. Exchange and solve.	Crossword Magic Opportunities for Learning, Inc. 1-800-243-7116
	C3	2.	Investigate the voting methods used for: a. Local business company meetings b. County commission meetings c. School board elections d. Class elections.	
	C2A	3.	Listen to a member of the Board of Elections discuss voting procedures. Outline discussion.	Board of Elections
	C3P	4.	Call a mock meeting to order. Practice each voting method by voting on fictitious issues.	
	C3P	5.	Hold a mock election with social studies classes. Determine office/issue and voting method. Report results in school newspaper.	

References:
Learn, Grow, Become, 98

COURSE: INDEPENDENT LIVING UNIT: Leadership and Citizenship

COMPETENCY: C3P Demonstrate techniques for conducting a meeting.
16.00 (3 days)

OBJECTIVE: C3P Demonstrate the steps for making and processing a motion.
16.04 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Motions Making a motion Processing a motion Amending a motion	C1	1.	Make flash cards on the types of motions.	Index cards
	C1	2.	List 10 do's and don't's in making and processing a motion.	
	C2	3.	Given a list of 10 motions, amend each one in writing. State way each one was amended.	Sample motions
	C3	4.	Carry out the business of an FHA/HERO activity by using the motion process.	
	C3P	✔ 5.	Participate in FHA Competitive Event, "Parliamentary Procedure, Senior Division."	N.C. FHA/HERO Competitive Event Handbook

References:
Learn, Grow, Become, 95, 98-99, 101-102

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Investigate consumer financial resources and services.
17.00 (6 days)

OBJECTIVE: C1 Select appropriate banking services for the consumer.
17.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Types of Financial Institutions Commercial banks Savings and loans Credit unions Savings banks Types of Accounts Checking Regular Individual Joint	C1	1. Listen to speakers from different financial institutions describe the benefits of their institution, type and variety of accounts, hours, location, services, etc. Complete a chart outlining institutions and services offered.	
Now accounts Savings Passbook Certificates of deposit Selection of accounts Minimum deposit APR/compounding schedule	C3	2. Divide into 4 teams. Research a type of financial institution in the community. Prepare a scrapbook on services offered and give a 1-minute commercial or presentation.	
Liquidity Insured Personal Services Personal banker ATM's Overdraft protection 24-hour banking	C3	3. Compare different types of checking accounts from local lenders. Determine minimum opening amount, service charges, interest-free accounts, free checking, etc.	
Check types/availability Cashiers Money orders Travelers	C3	4. Using $100 as a basis, compare current interest rates on savings accounts with varying financial institutions. Determine the best savings program.	
	C1	5. View video <u>EFT at Your Service</u> (14 min.). Complete activity packet on understanding and evaluating ATM transaction.	Modern Talking Pictures 1-800-243-6877

<u>References:</u>
"How to Do Your Banking," Wachovia

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Investigate consumer financial resources and services.
17.00 (6 days)

OBJECTIVE: C1 Select appropriate banking services for the consumer.
17.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Types of Financial Institutions Commercial banks Savings and loans Credit unions Savings banks	C1	6. Brainstorm advantages and disadvantages of using ATM's.	
Types of Accounts Checking Regular Individual Joint Now accounts Savings Passbook Certificates of deposit Selection of accounts Minimum deposit APR/compounding schedule Liquidity Insured	C3	7. Practice filling out a deposit slip, writing a check, keeping a register, and balancing a statement.	"How to Do Your Banking," Wachovia
Personal Services Personal banker ATM's Overdraft protection 24-hour banking Check types/availability Cashiers Money orders Travelers			

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Investigate consumer financial resources and services.
17.00 (6 days)

OBJECTIVE: C3 Analyze the use of credit.
17.02 (4 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Establishing Credit Three C's of credit Application process Credit rating Role of creditors/ Fair Credit Reporting Act Role of credit bureau Types of Credit Charge accounts Credit cards Sales contracts Loans Credit Use Down payment Finance charges/ application Regular accounts Revolving accounts	C2	1.	Identify the 3 C's of credit. Discuss their importance in determining loan approval by evaluating case studies.	Case studies Goals for Living, SAG, 135-136
	C3	2.	Given applications from various lenders, evaluate the questions and identify whether they would reflect information on character, capital, or capacity.	Sample applications
	C2	3.	Listen to a representative from a credit card company or credit department discuss credit application processing. Complete a sample application.	Sample applications
	C3	4.	Listen to a credit manager from a local business discuss credit ratings, credit bureaus, and the Fair Credit Reporting Act. Evaluate a sample credit report.	Sample credit report
	C2	5.	Brainstorm the different types of credit. Collect advertisements for a consumer credit poster. Discuss the types and sources of credit.	Goals for Living, TRB, 250

Resources:
"How to Do Your Banking," Wachovia
Goals For Living, 374-385

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Investigate consumer financial resources and services.
17.00 (6 days)

OBJECTIVE: C3 Analyze the use of credit.
17.02 (4 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Establishing Credit Three C's of credit Application process Credit rating Role of creditors/ Fair Credit Reporting Act Role of credit bureau	C3	6. Develop a chart comparing the types of credit from different credit sources. Compare availability, annual fees, application process, etc. Select one type of credit for which to apply. Defend your decision.	
Types of Credit Charge accounts Credit cards Sales contracts Loans	C1	7. After listening to a panel of representatives from local banks, savings and loans, credit unions, and consumer finance companies, discuss criteria for and terms of receiving loans.	
Credit Use Down payment Finance charges/ application Regular accounts Revolving accounts	C3	8. View video Now, You're the Lender (15 min.). Evaluate loan applicants' credit worthiness by completing math worksheets in booklet.	"How to Do Your Banking," Wachovia
	C2	9. Brainstorm the kinds of purchases for which credit is best used.	
	C2	10. Interpret a monthly credit statement.	
	C3	11. Listen to a lawyer discuss N.C. consumer credit lows. Develop a brochure and place in public library for distribution.	Goals for Living, SAG, 137-138

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Investigate consumer financial resources and services.
17.00 (6 days)

OBJECTIVE: C3 Analyze the use of credit.
17.02 (4 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Establishing Credit Three C's of credit Application process Credit rating Role of creditors/ Fair Credit Reporting Act Role of credit bureau **Types of Credit** Charge accounts Credit cards Sales contracts Loans **Credit Use** Down payment Finance charges/ application Regular accounts Revolving accounts	C3	12. Read 2 credit card applications. Underline information regarding cost of credit: annual or monthly fees, APR, finance charge computation, service charges, and prepayment penalties. Write a brief summary explaining which card you would carry and why.	Credit card applications
	C3	13. Write a word problem on the cost of credit. Include the principal, APR, and term. Exchange problem with a classmate and calculate cost of credit.	

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Deliberate buying decisions.
18.00 (12 days)

OBJECTIVE: C3 Determine resource use to meet individual/family needs and goals.
18.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Resources Money Time Skills Knowledge	C3	1. Divide into groups. Have each group select one resource and write a story of how an individual or family used a resource to meet needs and goals.	
	C3	2. List 5 goals you plan to accomplish in the next year. Identify the resources needed for each goal.	
	C3	3. Project yourself into the future by imagining you are a single wage earner or a partner in a dual-career family. Write a paragraph stating needs and goals appropriate for your chosen situations. In a second paragraph, describe how you would use your resources to meet your needs and goals.	
	C3	4. Evaluate the resources you have in relation to an item you are currently considering purchasing.	
	C3	5. Choose an item you are currently interested in purchasing. Research the purchase using consumer magazines. Select a model, defend its choice, and discuss how you would use your resources to obtain the model.	Consumer Reports Consumer Digest

References:
Goals for Living, 422-427

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Deliberate buying decisions.
18.00 (12 days)

OBJECTIVE: C3 Apply guidelines for purchasing decisions (e.g., transportation, major
18.02 appliances, insurance, health services, etc.). (5 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Guidelines for Purchasing Decisions Comparison shopping Types of stores Unit pricing Sales Product information Warranties	C1	1.	Make a chart listing advantages and disadvantages of shopping options (department store, mail-order).	Goals for Living, 288
	C3A	2.	Watch 15 minutes of a home shopping program. Compare product costs to purchasing items locally. Discuss hidden costs of shipping, handling, etc.	Goals for Living, 248
	C3	3.	Divide into groups. Select an item for comparison. Compare cost in three types of stores and report back to class. Decide which item you would buy and tell why.	
	C3	4.	Using 6 cans of green beans of various sizes and brands, calculate the unit price for each.	
	C3	5.	Examine a group of products of various brands. Calculate the unit prices. Draw a graph showing product brands from most to least expensive.	
	C3	6.	Use consumer magazines to develop a calendar of sales. Select one item. Research its regular and seasonal prices. Calculate the savings.	

References:
Lifeplans, 286-288

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COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Deliberate buying decisions.
18.00 (12 days)

OBJECTIVE: C3 Apply guidelines for purchasing decisions (e.g., transportation, major
18.02 appliances, insurance, health services, etc.). (5 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Guidelines for Purchasing Decisions **Comparison shopping** **Types of stores** **Unit pricing** **Sales** **Product information** **Warranties**	C3	7.	Given a list of 20 prices, calculate savings from price reductions (15%, 30%, etc.).	
	C3	8.	Using samples of product warranties, compare the information on each to select one for purchase.	Sample warranties Goals for Living, TRB, 269
	C2	9.	Listen to a guest speaker on purchasing a car, insurance, or a major appliance. Summarize in writing the major points given by the speaker.	How to Buy a Used Car, (25 min.), Meridian Education Corp. 236 E. Front Street Bloomington, IL. Wheels, Deals, and You, (19 min.), Household International 2700 Sanders Road Project Heights, IL 60070 Goals for Living, SAG, 141-142

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Deliberate buying decisions.
18.00 (12 days)

OBJECTIVE: C3 Justify purchase decisions in relation to needs and goals.
18.03 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Criteria for Purchase Decisions Needs Goals Values Resources Purchase Decisions for Independent Adults Transportation Insurance Automobile Health Life Major appliances	C2	1.	Review definitions of "need," "want" and "goal." Discuss how these influence purchasing decisions.	
	C2	2.	Bring to class an item purchased in the past month. Explain to your group how the item meets your needs, wants, and goals.	
	C3	3.	Select a major appliance. Identify the needs and goals of each family life cycle stage as members consider the purchase.	
	C3	4.	In small groups, select a case study on insurance. Justify the purchase decision based on needs, goals, values, and resources.	Goals for Living, TRB, 260 Case studies
	C3	5.	Given case studies of individuals, analyze the product/service options, make a selection and justify decision.	Goals for Living, SAG, 143 Case studies
	C2	6.	Describe the criteria you consider before making a purchase decision to buy an inexpensive item or expensive item.	Goals for Living, TRB, 275

References:
Goals for Living, 389-399
Lifeplans, 284-285

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C3 Deliberate buying decisions.
18.00 (12 days)

OBJECTIVE: C3 Analyze advertising claims.
18.04 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Types of Advertisements **Bandwagon** **Emotional appeal** **Testimonial** **Free offer** **Discount offer** **Expert** **Analyzing Advertising Claims**	C1	1.	Identify the functions of advertising.	
	C3	2.	Make an advertisement book/ collage depicting each type of advertisement. Identify useful and non-useful information in each advertisement.	
	C2	3.	Bring in 5 advertisements. Classify each advertisement into the categories discussed.	
	C3	4.	Select 3 advertisements that appeal to you. Determine into categories into which they fit. Evaluate the reason you selected each ad and its appeal to you.	Goals for Living, SAG, 148
	C2	5.	Read ads and identify information that is fact, opinion, or contradiction.	
	C3	6.	Divide into 6 small groups based on types of advertisements. Create and role play an advertisement for Independent Living. Have the audience identify type of ad depicted.	

References:
Goals for Living, 411-412
Lifeplans, 286

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C2 Interpret consumer rights and responsibilities.
19.00 (3 days)

OBJECTIVE: C2 Relate consumer rights and responsibilities.
19.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Consumer Rights Right to safety Right to be informed Right to choose Right to be heard Right to consumer education Right to redress Consumer Responsibilities Being honest Being fair Being considerate Being responsible	C2	1.	List each of the consumer rights and explain in your own words what each means. Write example statements for each.	
	C3	2.	Debate safety laws that inhibit individual freedom: child restraints, motorcycle helmets, and seat belts.	
	C2	3.	Draw posters illustrating ways consumers show honesty, fairness, and consideration. Discuss with class.	Art supplies
	C2	4.	Listen to a store manager discuss shoplifting and its consequences. Discuss how dishonesty translates to higher consumer costs.	
	C2	5.	For the classroom, develop a chart that outlines the use and care of appliances. Read the owner's manuals of 2 different appliances (kitchen, personal care, or entertainment). Fill in chart with information from manuals.	Goals for Living, SAG, 149

References:
Goals for Living, 406-416
Lifeplans, 287-288

COURSE: INDEPENDENT LIVING UNIT: Financial Decisions

COMPETENCY: C2 Interpret consumer rights and responsibilities.
19.00 (3 days)

OBJECTIVE: C2 Explain grievance procedures for given situations.
19.02 (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Grievance Procedure Personal action Letters Visits	C3P	1.	Write a consumer complaint letter about a product or service.	Goals for Living, SAG, 150 Goals for Living, 416
Consumer assistance Consumer representative/ corporate consumer contact Better business bureau Government agencies	C2	2.	Draw a cartoon or perform a skit depicting the correct procedure for returning defective merchandise.	
Food and Drug Admin. Federal Trade Comm. Consumer Product Safety Commission Dept. of Agriculture	C1	3.	Develop a list of consumer agencies in your area. Use the Yellow Pages, district attorney's office, library, etc. Report to the class.	
Legal Recourse Small Claims Court Legal Aid District attorney Private lawyers	C1	4.	Profile one consumer assistance agency. Identify name, purpose, and address. Compile into a handout for social studies classes.	Goals for Living, SAG, 147
	C3	5.	Listen to a guest speaker discuss the legal recourse for consumer problems. Evaluate the three types based on cost, services, and availability.	
	C2	6.	As a class, design a bulletin board tracing the steps a dissatisfied consumer should take before seeking legal action.	Art supplies

References:
Goals for Living, 414-416
Lifeplans, 289

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C2 Interpret influences on food choices.
20.00 (4 days)

OBJECTIVE: C2 Relate food preferences to cultural, family, and social influences.
20.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Food Preferences **Personal priorities** **Social priorities** **Cultural influences** **Parental influences**	C1	1.	Choose a seat in front of ready-to-eat foods (ex., doughnut, apple, chips, etc.). Discuss reasons for choice.	Goals for Living, 238-240 Lifeplans, 324-334
	C2	2.	Discuss how and why the texture of food would cause one to reject it.	Goals for Living, 240-241 Lifeplans, 361-363
	C2	3.	Make a list of all foods consumed yesterday. Identify reasons you ate each one.	
	PA	4.	Listen to a guest speaker from another culture or country. Prepare a food native to that culture.	Lifeplans, 330-334
	C2A	5.	From a display, select a new or unfamiliar food (ex., tofu). Give reasons why some people are more willing to risk or try something new.	Food display
	C3	6.	Complete "Influencing Food Choices" work sheet. Role play situations.	Goals for Living, SAG, 88-89
	C1	7.	Select a card from a deck of ethnic food terms and their definitions. Locate classmate who has matching term or definition.	Lifeplans, SAG, 83 Food term cards

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C2 Interpret influences on food choices.
20.00 (4 days)

OBJECTIVE: C2 Relate food preferences to cultural, family, and social influences.
20.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Food Preferences Personal priorities Social priorities Cultural influences Parental influences	C2	8. Construct a bulletin board entitled "What Influences Your Choices?" Use examples of cultural, family, and social influences.	Family Living, 314-316
	C3	9. View video, You CAN Be Too Thin: Understanding Anorexia and Bulimia (57 min.). Analyze reasons for these conditions.	Guidance Associates 1-800-431-1242 Family Living, 330 Eating Disorders: A Self-Help Guide for Understanding and Recovery, 1992, Don Sheppard 216 N. McDowell Street Charlotte, NC 28204

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C2 Interpret influences on food choices.
20.00 (4 days)

OBJECTIVE: C2 Relate resource use to healthy food choices.
20.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Resource Use Meal planning Shopping skills Time management Organization of work area Cooking terms Kitchen equipment Abbreviations Measurements Safety and sanitation Meal preparation	C1	1.	Complete vocabulary activity "Meal Management." Make flash cards with cooking terms and definitions. Use cards to play "Cooking Concentration."	Lifeplans, 357-370, 374-392 Lifeplans, SAG, 91, 93-96 Index cards
	C2	2.	Play "Food Term Bingo."	
	C2	3.	Complete "Retaining Nutrients in Food", "Understanding Heat", "Preparation Techniques," and "Avoiding Problems in Preparation" work sheets.	Goals for Living, SAG, 101-104
	C3	4.	Create a display of several generic, store or name brand food items. In a blind test, Identify which ones are generic, store or name brands. Evaluate appearance, taste, and cost.	Goals for Living, TRB 178 Food items
	C3	5.	Play "The Grocery Game" on a computer. Discuss shopping skills needed to make economical and healthy food choices.	Family Living, 326-328, 331 The Learning Seed 1-800-634-4941
	C3	6.	Participate in the "The Price Is Right" game. Given a grocery list, indicate the cost of the food item. After response is made for each item, give the actual cost. Compute unit price of each item.	Grocery list Price list

References:
Goals for Living, 251-273

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C2 Interpret influences on food choices.
20.00 (4 days)

OBJECTIVE: C2 Relate resource use to healthy food choices.
20.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Resource Use **Meal planning** **Shopping skills** **Time management** **Organization of work area** **Cooking terms** **Kitchen equipment** **Abbreviations** **Measurements** **Safety and sanitation** **Meal preparation**	C3	7. Complete "Efficient Meal Planning" and "Efficient Grocery Shopping."	Goals for Living, SAG, 97-98
	C3	8. Complete "Expanding Your Food Choices." Upon completion, compare the costs of the main dishes.	Goals for Living, SAG, 91
	A	9. View video on meal preparation. Suggestions: Food Preparation Words and Terms (44 min.) Measuring Common Kitchen Ingredients (15 min.) Safety and Sanitation in Handling Foods (15 min.) Safety in the Kitchen (12 min.)	Franklin Clay Films P. O. Box 2213 Costa Mesa, CA 92628-2213
	C3P	10. View color transparency, "Efficient Meal Preparation." Plan and prepare a low-cost meal using the "creative casseroles" work sheet. Discuss the reasons for having a plan.	Food for Today, TRB, CT-19
	C3	11. Complete "A Time Plan for Meal Preparation" and "Storage in the Kitchen" work sheets.	Goals for Living, SAG, 99-100
	C3	12. Plan meals for your family for one week. Make a shopping list and purchase groceries. Give a written and oral presentation explaining the benefits of this experience.	

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C2 Interpret influences on food choices.
20.00 (4 days)

OBJECTIVE: C2 Relate resource use to healthy food choices.
20.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Resource Use **Meal planning** **Shopping skills** **Time management** **Organization of work area** **Cooking terms** **Kitchen equipment** **Abbreviations** **Measurements** **Safety and sanitation** **Meal preparation**	C3	13. Complete "Nutrition Label Analysis." Use a label from a food product and complete the questions relative to nutrition.	Goals for Living, TRG, 171 Family Living, TRB, Food labels

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C3PA Select foods to meet nutritional guidelines.
21.00 (20 days)

OBJECTIVE: C1 Recognize nutrient functions and sources.
21.01 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Nutrients Names Protein Fats Carbohydrates Vitamins Minerals Water Functions Sources	C3	1.	Campaign for a national nutrient. Create a poster on one of the six nutrients. Illustrate the nutrient's function and sources. Present to class. Vote on choice.	Goals for Living, 226-231 Family Living, 316-318
	C1	2.	Draw a card from a deck of nutrient names, functions, and sources. Find the 2 people who complete your set.	Nutrient cards
	C1	3.	Discuss the difference between complete protein and incomplete protein. Identify combinations of foods that make complete proteins.	Goals for Living, TRB, 169
	C3	4.	Use computer software to analyze food composition and review functions of nutrients.	Nutrition Vol. 2, #753, MECC
	A	5.	View video, Vitamin Basics (35 min.). Discuss the various vitamins, sources, and functions. and functions.	The Learning Seed 1-800-634-4941
	C3	6.	To review, play Nutrition Pursuit.	The Learning Seed 1-800-634-4941

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C3PA Select foods to meet nutritional guidelines.
21.00 (20 days)

OBJECTIVE: C1 Recognize nutrient functions and sources.
21.01 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Nutrients Names Proteins Fats Carbohydrates Vitamins Minerals Water Functions Sources	C1	7.	Complete "Food Nutrients" crossword puzzle. Identify the function and sources of nutrients.	Modern Meals, TRC, 7
	C3	8.	Use "Nutrient Jeopardy" to review nutrient functions and sources. Place questions in envelopes labeled with point values of 5, 10, 15, and 20 under each category (proteins, fats, carbohydrates, minerals, vitamins, and water).	Nutrient Jeopardy envelopes

COURSE: INDEPENDENT LIVING | UNIT: Decisions for Healthy Food Choices

COMPETENCY: C3PA 21.00 — Select foods to meet nutritional guidelines. (20 days)

OBJECTIVE: C2 21.02 — Relate dietary allowances and food guides to food selection. (7 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Dietary Allowances and Food Guides USRDA Daily Food Guide	C2	1.	Divide into 4 groups. Choose 1 of the food groups and design a poster. Include number of servings, serving size, major nutrients, and food examples.	Goals for Living, 231-238 Lifeplans, 320-321 Poster paper Markers Goals for Living, TRG, 170
	C3	2.	Write a 3 day meal plan to meet nutritional needs of a young adult.	Goals for Living, 198, 232-236 Lifeplans, 318-320 Family Living, 318-320
	C2	3.	From grocery bag, draw out a food photo. Name food food group and major nutrients.	Food photos Grocery bag
	C3	4.	Complete "Watching Your Diet." Record your diet for 3 days. Exchange with classmate and analyze. Make recommendations for improvements.	Goals for Living, SAG, 87
	C3	5.	Use computer software What Did You Eat Yesterday? to analyze your daily diet.	The Learning Seed 1-800-634-4941
	C3P	✔ 6.	Participate in FHA Competitive Event, "Nutritious Snacks for Teens, Senior Division."	N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C3PA 21.00 — Select foods to meet nutritional guidelines. (20 days)

OBJECTIVE: C3PA 21.03 — Practice procedures for modifying food selections for cholesterol, sodium, and fat intake. (10 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Diet Modifications Cholesterol intake Sodium intake Fat intake	C2	1.	View video, Fast Foods: What's In It For You? (17 min.). Discuss the nutritious options available in fast food restaurants.	Churchill Media 1-800-334-7830
	A	2.	Listen to a nurse or dietitian discuss the relationship between health and diet.	
	C3A	3.	Prepare a healthy snack for class or prepare a healthy sack lunch.	Family Living, 321-325
	C3	4.	Evaluate items on a fast food menu by using a nutritional analysis chart. Plan a meal to meet a modified diet.	Goals for Living, 228, 235-238 Fast food menus
	C2	5.	Complete "Researching Health Issues."	Goals for Living, 151-153 Goals for Living, SAG, 63-64
	C2	✔ 6.	Collect modified snack recipes. Compile into a booklet. Duplicate and distribute to faculty or athletic teams.	Family Living, 329-330
	A	7.	Listen to audio cassette "Life Is Not A Dress Rehearsal: Relationship Between Lifestyle Choices and Wellness."	Joe Piscatella President's Institute of Fitness and Health

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: C3PA 21.00 Select foods to meet nutritional guidelines. (20 days)

OBJECTIVE: C3PA 21.03 Practice procedures for modifying food selections for cholesterol, sodium, and fat intake. (10 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Diet Modifications **Cholesterol intake** **Sodium intake** **Fat intake**	A	8. View video, Snackology: Have Your Snacks and Eat Them Too (32 min.).	The Learning Seed 1-800-634-4941
	C3	9. Use Snackmonster software to pick the food with the least calories.	The Learning Seed 1-800-634-4941
	C3	10. In a blind taste test, sample modified foods. Compare and contrast foods.	Modified foods
	A C2	11. View video Young Hearts: What You Must Know About Cholestrol (30 minutes). Discuss effects of saturated fats in the diet and the importance of exercise to reduce cholestrol levels.	Human Relations Media 175 Tompkins Avenue Pleasantville, NY 10570
	A	12. View videos: Sugar: Not Such Sweet Talk (15 min.), Cut The Fat (10 min.), The Salt Shake-Up (13 min.), and Complex Carbohydrates (15 min.).	Franklin Clay Films P. O. Box 2213 Costa Mesa, CA 92628-2213 Educational Video Network, Inc. (409) 295-5767
	C2	13. View "Textures Tell The Story" transparency master. Make a list of foods teens enjoy. Identify textures and relate to calorie content.	Food for Today, TRG, TM-11, 80

COURSE: INDEPENDENT LIVING

UNIT: Decisions for Healthy Food Choices

COMPETENCY: Select foods to meet nutritional guidelines.
21.00 (20 days)

OBJECTIVE: Modify food selections for cholesterol, sodium, and fat intake.
21.03 (10 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Diet Modifications Cholesterol intake Sodium intake Fat intake	C3	14.	Use Fatjack computer game to see how fat sneaks into diets.	The Learning Seed 1-800-634-4941
	C3P	✔ 15.	Visit a day care center. Make healthy snacks for children. Present a puppet show on healthy eating habits.	Puppets Snack recipes
	C3P	✔ 16.	Participate in FHA Competitive Event, "Nutra-Trends."	N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3 Analyze basic housing needs of individuals at various stages of the life cycle.
22.00 (6 days)

OBJECTIVE: C3 Determine the advantages and disadvantages of types of housing and
22.01 location. (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Types of Housing Apartment Condominium Custom-built house Duplex Manufactured home Townhouse	C2	1.	Choose at least 3 housing alternatives. Write a description of each plus an explanation of your choice. Report your first choice orally to class.	
Location Services Facilities Neighborhood character	C2	2.	Select a partner. Summarize the advantages and disadvantages of one type of housing. Report to the class. Discuss.	
	C3	✔ 3.	Listen to a guest speaker from a manufactured housing industry. Write an advertisement or brochure about the features of manufactured housing.	
	C2	4.	Find magazine illustrations of several housing alternatives. Label and mount on tag board for display.	Magazines Tag board
	C3	5.	Interview a college student or a young career person who has made a housing choice within the last year. Analyze needs, adjustments and satisfaction.	
	C3	6.	View The American House: A Guide To Architectural Styles (23 min.). Record vocabulary that describes architecture and houses. Relate information to personal choices.	The Learning Seed 1-800-634-4941

References:
Family Living, 274-277
Goals for Living, 320-355
Lifeplans, 515-521

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3 Analyze basic housing needs of individuals at various stages of the life cycle.
22.00 (6 days)

OBJECTIVE: C3 Determine the advantages and disadvantages of types of housing and
22.01 location. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Types of Housing **Apartment** **Condominium** **Custom-built house** **Duplex** **Manufactured home** **Townhouse** **Location** **Services** **Facilities** **Neighborhood character**	C3	7. Work through The Home Hunter. Use handout to locate, analyze, and purchase home best suited for clients based on income, family size, values, and needs. Prepare a written report for class presentation.	Teaching Aids, Inc. P.O. Box 1798 Costa Mesa, CA 92628-0798
	C3P	8. Use Design Your Own Home Series to construct floor plans to scale.	Projected Learning Programs, Inc. P. O. Box 3008 Paradise, CA 95967-3008
	C3	9. Compose a list of services/ facilities necessary to you. Rank in order of importance.	
	C3	10. Evaluate the location of your home in relation to your health and safety, education, culture, and recreational opportunities.	Family Living, 270-272
	C3	11. Evaluate the character of the neighborhood magazine photographs according to related factors that would influence your housing choice.	Family Living, 282-285
	C2	12. In small groups, discuss health and safety factors to consider when evaluating a neighborhood (e.g., the source of water, problems with contamination of air or soil, and reliability of garbage pickup)	

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3 Analyze basic housing needs of individuals at various stages of the life cycle.
22.00 (6 days)

OBJECTIVE: C3 Determine the advantages and disadvantages of types of housing and
22.01 location. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Types of Housing Apartment Condominium Custom-built house Duplex Manufactured home Townhouse Location Services Facilities Neighborhood character	C3	13. Take part in a neighborhood characteristics auction. Compose a list of neighborhood characteristics that affect the value of a home. Each student receives $500 play money to bid on characteristics of his/her choice. Discuss choices.	Goals for Living, 321-323 Lifeplans, 515-517

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3 Analyze basic housing needs of individuals at various stages of the life cycle.
22.00 (6 days)

OBJECTIVE: C3 Select appropriate housing for individual/family given specific constraints.
22.02 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Housing Needs in the Life Cycle Individual Couples stage Expanding family stage Launching stage Contracting stage	C2	1.	Look at chart, "Developmental Tasks over the Family Life Cycle." In your own words, write a brief description for suitable housing for each of the 4 stages.	Lifeplans, 59
	C3	2.	Read the descriptions of the couple and the expanding family. Determine the kind of shelter suitable for each stage based on needs and description. Explain how housing needs vary at different stages of the life cycle.	Lifeplans, 58-60
	C1	3.	Research housing needs by interviewing a person from each of the stages of the family life cycle. Ask how their housing needs have changed. Report to class.	Housing Decisions, 31-51
	C1	4.	Using a questionnaire, interview 1 family to evaluate the family stage and housing needs. Include a description of family, ages, stage, present housing situation, and future housing concerns. Report to class.	
	C3	5.	Work through program Living Alone. Contrast living alone vs. living with roommate. Consider budget, job, location, and moving tasks.	MCE Lawrence Productions, Inc. 1800 S. 35th Street Galesburg, MI 49053-9687

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3 Analyze basic housing needs of individuals at various stages of the life cycle.
22.00 (6 days)

OBJECTIVE: C3 Select appropriate housing for individual/family given specific constraints.
22.02 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Housing Needs in the Life Cycle Individual Couples stage Expanding family stage Launching stage Contracting stage	C3	6.	View video Homes for the Life Cycle (12 min.). Evaluate co-ops, condominiums, rentals, manufactured housing, conventional homes, and geodesic domes. Select one imaginary family and match it with one choice based on life cycle. Defend your choice.	Opportunities for Learning 1-800-243-7116
	C3	✔ 7.	Propose reasons the average family relocates. As a community project for FHA, design a flyer providing moving tips. Duplicate and distribute to area real estate office.	Homes with Character 103-106
	C3	8.	Contact three different moving companies. Secure an estimate and compare the differences. Discuss terms of contracts. Explain the purpose of getting a mover's estimate and how it protects the company and the person whose goods are being moved.	
	C2	9.	View video Make the Right Move (35 min.). In small groups, draw a cartoon strip detailing the right move vs. the wrong move.	Cambridge Home Economics, 1-800-468-4227

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, 23.00 acquisition, and cost. (17 days)

OBJECTIVE: C1 Identify sources of help in locating and acquiring housing. 23.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Locating Housing Free information Purchased services	C3	1.	Make a list of ways to locate a place to live. Give advantages and disadvantages of each.	Lifeplans, 540
	C3	2.	Research how to find a personal real estate agent. List 5 questions you would ask before selecting an agent.	Homes with Character, 115-117 Goals for Living, 366
	C3	3.	Develop a 20-item questionnaire for evaluating housing selections. Make into a checklist.	Family Living, 278 Goals for Living, 325-326 Housing Decisions, 94-96 Homes with Character, 99 Homes: Today and Tomorrow, 160
	C3A	4.	View video, How to Select An Apartment (14 min.). Write a letter to a friend describing the steps you would follow in renting your first apartment.	Franklin Clay Films P. O. Box XE-2303 Costa Mesa, CA 92628-2303
	C1	5.	View video, The Apartment Rental Game (33 min.).	Educational Clearinghouse, Inc. P. O. Box 3951 Tallahassee, FL 32315

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, 23.00 acquisition, and cost. (17 days)

OBJECTIVE: C1 Identify and use sources of help in locating and acquiring housing. 23.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Locating Housing Free information Purchased services	C1	6.	View video, Inspecting a House Before You Buy (30 min.). List areas to inspect covered by video. Prioritize your list.	CEV 5147-A 69th Street P. O. Box 65265 Lubbock, Texas 79464-5265
	C1	7.	Compile a list of abbreviations used in want ads for housing.	Homes: Today and Tomorrow, 159
	C3	8.	Use the want ad section in a newspaper. Select a type of housing. Select 3 want ads based on your choice. Role play a telephone conversation between the prospective renter or buyer and the owner. Use housing checklist from #3 to assist in call.	Newspaper
	C1	9.	Read the real estate section of local newspaper. Identify types of housing available in the area. Pinpoint on an area map. List each housing type identified.	Newspaper Map
	C2P	10.	Use magazines and work in groups to find pictures of different types of housing. Label each one and make a bulletin board or collage.	Magazines
	C3	11.	Look in the Yellow Pages to identify real estate agencies in your area. Compile a chart of agencies and compare services and fees.	Telephone book

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, 23.00 acquisition, and cost.

OBJECTIVE: C1 Identify and use sources of help in locating and acquiring housing. 23.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Locating Housing **Free information** **Purchased services**	C3	12. Go on a tour arranged by a realtor to various real estate properties. Keep notes regarding costs, locations, neighborhoods, and appearances of the houses. Write a brief report summarizing important selection features of each unit shown. Select first choice and justify.	
	C3	13. Divide into 4 teams. Write open-ended skits depicting the landlord showing a young couple an apartment or house. Listen for questions, answers and personal references. The class will recommend acceptance or rejection.	

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, 23.00 acquisition, and cost. (17 days)

OBJECTIVE: C3 Compare the options of renting and buying. 23.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Payment Options Renting Buying	C3	1.	Brainstorm 10 advantages and disadvantages of renting and buying.	
	C3	2.	Debate the pros and cons of renting and buying. Based on debate, write a one-page paper defending your position.	
	C3	3.	Form 2 teams: one to state advantages and one to state disadvantages of renting. Justify each statement.	Goals for Living, 330 Lifeplans, 540 Family Living, 276
	C3	4.	Investigate the rental housing market. Tour different types of rental property, such as a town-house, efficiency apartment, two-bedroom apartment, and a rental house. Identify various features of rental property.	
	C3	5.	View video, Rent or Buy Decisions (12 min.). Consider cost, location, features, services, and personal life-styles.	Meridan Ed. Corp. 236 E. Front Street Bloomington, IL 61701

Books:

Leases and Landlords,
Student Test, Read-Along Cassette
Renting It Right, Workbook,
EMC Publishing,
300 York Avenue
St. Paul, MN 55101

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, acquisition, and cost. (17 days)
23.00

OBJECTIVE: C3 Compare the options of renting and buying. (2 days)
23.02

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Payment Options **Renting** **Buying**	C2	6.	Consider advantages and disadvantages of manufactured housing. Listen to manufactured housing representative. Discuss advantages of renting vs. buying.	Manufactured housing representative Family Living, 275 Goals for Living, 332 Lifeplans, 519
	C3	7.	As a class, compile a renter's guide to area housing. List tips for locating and securing rental housing. Include checklist for evaluating rental housing and cost worksheet.	
	C1	8.	Listen to a panel discussion from representatives of public housing and subsidized housing.	Public Housing Authority
	C3	9.	Use current periodicals to collect articles about the homeless. Research and write article for print. Discuss problems and devise solutions.	
	C1	10.	Indicate the importance of home ownership as one of life's major decisions. Relate home ownership as a part of long range planning. Recognize home ownership as means of self-expression, ego needs, and financial investment.	Goals for Living, 330 Lifeplans, 541-542 Family Living, 273

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, 23.00 acquisition, and cost. (17 days)

OBJECTIVE: C2 Explain the conditions of legal agreements as they relate to housing 23.03 regulations. (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Legal Agreements **Leases** **Mortgages** **Fair housing laws**	C1	1.	In pairs, develop a questionnaire concerning rental agreements. Interview 3 people who have leased housing. Report to class.	
	C3	2.	Read and analyze apartment lease. Identify conditions and terms of a lease. Role play negotiation of lease between lessee and lessor.	Goals for Living, TRG, 327-329
	C1	3.	Research the legal aspects of purchasing housing. Identify terms used in home buying.	Goals for Living, TRG, 330-335
	C1	4.	Talk with 5 people who have recently purchased homes to discover problems they encountered in home buying. Report to class.	
	C1	5.	Determine "hidden costs" in buying a home.	Family Living, TRB, 278-279
	C3	6.	Account for the necessity of Fair Housing Laws. Select one law and explain how it would protect a buyer in a specific situation.	Lifeplans, TM, 544-545
	C3	7.	Collect and compare copies of legal documents such as sales agreements, mortgage contracts, deeds and abstracts.	Legal documents

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, 23.00 acquisition, and cost. (17 days)

OBJECTIVE: C2 Explain the conditions of legal agreements as they relate to housing 23.03 regulations. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Legal Agreements Leases Mortgages Fair housing laws	C3	8. Analyze charts from bank or a loan company which compare total cost of housing with rate of interest and years of loan.	Amortization chart

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, acquisition, and cost. (17 days)
23.00

OBJECTIVE: C3 Analyze the use of space and energy. (5 days)
23.04

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Interior Decisions Space Personal Interpersonal Work Storage Energy Sources Conservation Cost	C1	1.	Complete open-ended sentences concerning the personal value of space.	Lifeplans, 483
	C3	2.	Using a one-room apartment floor plan, designate 5 functional areas of living space.	Lifeplans, 484
	C3	3.	Contrast space requirements for young single people, divorced single people and older single people.	Family Living, 289-291
	C2	4.	Relate how to find private personal living space when living with parents living with roommates.	Family Living, 292-294 Goals for Living, 311-316 Lifeplans, 470-471
	C3	5.	Working in pairs, select one house plan. List all storage areas on your house plan. Determine 3 articles that can be stored in each space. Consider adding space, using existing space, converting space, and utilizing storage furniture.	Lifeplans, 488 Homes Today and Tomorrow, 466-473
	C3	6.	Analyze use of space/storage in one area of your home. Identify problems; propose solutions. Support project with a written essay and/or pictures.	
	C1	7.	Listen to an architect discuss space planning. Compile a scrapbook depicting storage ideas.	

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A Investigate housing in terms of safety, zoning, space, energy efficiency, acquisition, and cost. (17 days)
23.00

OBJECTIVE: C3 Analyze the use of space and energy. (5 days)
23.04

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
InteriorDdecisions Space Personal Interpersonal Work Storage Energy use Sources Conservation Cost	C1A	8. Develop a list of 5 energy conservation practices that would be easy to adapt at home. Keep a journal for 1 week, recording each time energy conservation was practiced.	
	C1	9. View video, The GRI Smart House: Bringing Technology Home (13 min.). Identify housing predictions for the year 2010.	Americal Gas Assoc. 1515 Wilson Blvd. Arlington, VA 22209 Lifeplans, 517-572
	C3	10. Research the importance of weatherproofing a home. Develop a checklist and inspect home for adequate weatherproofing.	Local gas/utility co. Cooperative Extension Service
	C3	11. Tour an energy efficient house and a solar house. Discuss use of space and energy in the homes.	
	A1	12. Listen to an energy conservation presentation from a utility company. Identify ways you can practice energy conservation in the home.	Utility company
	C3	13. View video, Energy Savings (15 min.). Adapt ways to save energy in the apartment used in activity #1.	"On Your Own Video Series," Cambridge Home Economics 1-800-468-4227

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A 23.00 Investigate housing in terms of safety, zoning, space, energy efficiency, acquisition, and cost. (17 days)

OBJECTIVE: C3A 23.05 Apply available resources to furnishing needs. (5 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Furnishing Needs Furniture Appliances Accessories	C3	1.	Formulate a furniture plan for a specific one-bedroom apartment. Select furniture, appliances and describe accessories. Use templates.	Graph paper Furniture template
	C3	2.	View video Interior Design. (13 min.). Explore color, space, light, floor plans and function.	Franklin Clay Films P. O. Box XE-2303 Costa Mesa, CA 92628-2303
	C3	3.	Use The Interior Design Simulator to design a room and furnish a room.	Teachings Aids, Inc. P. O. Box 1798 Costa Mesa, CA 92628-0798
	C3	4.	Use Interior Decoration Simulation to design a room and select furnishings.	Projected Learning Programs, Inc. P. O. Box 3008 Paradise, CA 95967-3008

References:

Color Your World
Projected Learning Programs, Inc.
P. O. Box 3008
Paradise, CA 95967-3008

COURSE: INDEPENDENT LIVING UNIT: Housing Decisions

COMPETENCY: C3A 23.00 Investigate housing in terms of safety, zoning, space, energy efficiency, acquisition, and cost. (17 days)

OBJECTIVE: C3A 23.05 Apply available resources to furnishing needs. (5 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Furnishing needs Furniture Appliances Accessories	C3	5.	View series of videos. Using an apartment blueprint, select furniture and accessories. On an additional sketch or on onion skin paper overlay, rearrange bedroom or living area.	Furniture: A Buyer's Guide (31 min.), Redo A Room in A Weekend (30 min.) Opportunities for Learning 1-800-243-7116 Choosing Furnishings and Accessories, Cambridge Home Economics 1-800-468-4227
	C3	6.	View video Design for Living (33 min.). Use the principles of design to furnish an apartment.	The Learning Seed 1-800-634-4941
	C3	7.	Given a case study, select furnishings for a single person or a couple. Compile a list of prices for new furnishings from catalogs or flyers. Base selection on a provided budget, needs, and goals.	
	C3	8.	Based on budgeting guidelines, determine furnishing budget for 10 different salaries. Select 1 salary. Plan furniture purchases for year. Schedule purchases and plan payment options.	
	C3A	✔ 9.	Participate in FHA Competitive Event, "Functional Interiors."	N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3 Consider factors related to the selection of a career.
24.00 (10 days)

OBJECTIVE: C3 Analyze the relationship between personal priorities, interests, abilities,
24.01 and choice of occupations. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Personal Priorities, Interests, and Abilities Data People Things Ideas Aptitude	C3	1.	Complete an interest inventory survey to determine what your main interests are.	Kuder Interest Inventory Goals for Living, SAG, 158
	C3	2.	Read a series of case studies about individuals and their careers. Make a list of reasons why you think they choose their occupations.	
	C3	3.	Interview 3 people about their career choices. Determine why they chose their careers and how their careers are related to their priorities, interests, and abilities.	Goals for Living, SAG, 157
	C3	4.	Compose a short essay describing what you may be doing in a future occupation. Justify your choice according to your priorities, interests, and abilities.	Goals for Living, TRB, 287
	C2	5.	Research one famous person's career. Illustrate that person's priorities, interests and abilities that led to that career choice (For example, musical notes for a musician, a race track for a race car driver).	
	A	6.	View video, Career Choice: A Lifelong Process (29 min.).	Guidance Associates 1-800-431-1242

References:
Career Choices in N.C.
N. C. State Occupational Info. Coord. Com.
P. O. Box 27625
Raleigh, NC 27611
Goals for Living, 430-436
Family Living, 231-232
Lifeplans, 104-107

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3 Consider the factors related to the selection of a career.
24.00 (10 days)

OBJECTIVE: C1 Identify the multiple roles and economic lifestyles assumed by an individual
24.02 in various occupations. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Roles Within an Occupation Multiple roles Economic lifestyles	C2	1.	Define multiple roles and list examples.	
	C2	2.	List the multiple roles that you have at present. List the multiple roles that you expect to play in the future.	
	C3	3.	Make a list of economic conditions and identify ways they can change lifestyles, career goals, and choices.	
	C1	4.	Interview a family member as to the multiple roles they hold and how economic conditions determine lifestyles.	
	C3	5.	Make a collage illustrating your desired future lifestyle. Using the FHA planning process, plan how to achieve the illustrated lifestyle.	
	C1A	6.	Shadow an individual in an occupation of your choice. Note multiple roles demanded by the occupation. Report to class.	Goals for Living, 438-442 Goals for Living, TRB, 286

References:

Goals for Living, 431-432

Career Choices in North Carolina
N. C. State Occupational Info. Coord. Com.
P. O. Box 27625
Raleigh, NC 27611

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3 Consider factors related to the selection of a career.
24.00 (10 days)

OBJECTIVE: C3 Use sources of career information.
24.03 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Sources of Career Information Career planner Upgrading education Occupational Outlook Handbook Encyclopedia of Careers and Vocational Guidance Department of Labor	C3	1.	Use a career planner or computer software to select a career.	
	C2	2.	Research a career of your choice using several sources of information and present it to the class.	Goals for Living, SAG, 159-160
	C2	3.	Construct a career ladder for an occupation of your choice. Diagram levels of advancements.	Family Living, TRG, 159
	C1A	4.	Prepare 5 questions about career and educational opportunities in the military. Listen to a military recruiter's presentation to answer questions.	
	C1A	5.	Tour a home economic department/school at a college or university. Discuss educational programs and subsequent career opportunities.	Family Living, 105

References:

Family Living, 232-234
Goals for Living, 436-438
Occupational Outlook Handbook
Future Search
Career Choices in North Carolina
N. C. State Occupational Info. Coord. Com.
P. O. Box 27625
Raleigh, NC 27611
Encyclopedia of Careers and Vocational Guidance

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3 Consider factors related to the selection of a career.
24.00 (10 days)

OBJECTIVE: C1 Identify attitudes, activities, and commitments that enhance career
24.04 advancements. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Career Advancement Attitudes Activities Commitment Education	C1	1.	Role play situations in which employees display attitudes leading to career advancement.	Situation cards
	C2	2.	List activities in which an employee may be engaged that would encourage advancement in a career. What activities might be a stumbling block to advancement?	
	C3	3.	Read a vocational biography and identify the traits that led to career advancement.	Vocational Biographies, Inc. 1-800-255-0752
	C3A	4.	Listen to a personnel manager discuss attitudes and activities leading to career advancement. Using a sample employee evaluation form, evaluate yourself in these areas.	Sample employee evaluation
	C2	5.	Complete "Personal Traits and Job Success." Define the listed traits and explain how you can develop those traits.	Goals for Living, SAG, 166

References:

Goals for Living, 455-458
Lifeplans, 115-116
Career Choices in North Carolina
N. C. State Occupational Info. Coord. Com.
P. O. Box 27625
Raleigh, NC 27611

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3 Consider factors related to the selection of a career.
24.00 (10 days)

OBJECTIVE: C3 Determine ways that career redirection can be accomplished.
24.05 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Career Redirection Reasons Technological changes Economic changes Personal fulfillment Methods Continuing education Entrepreneurship Promotions Changing fields	C3	1.	In small groups, relate technological changes to changes in career.	
	C3	2.	Using recent news articles related to technical and economic changes, explain why they may affect career redirection.	Newspapers
	C3	3.	Analyze a case study and indicate why personal fulfilment may cause a person to consider career redirection.	Case studies
	C1	4.	Visit a community college's adult education program. Identify resources within the program which aid career redirection.	
	C2	5.	Interview a person who has redirected his/her career. Summarize factors leading to and steps in career redirection.	
	C1	6.	Outline steps in starting a small business as discussed by a representative of the Small Business Administration.	Small Business Administration representative

References:

Goals for Living, 442-443
Family Living, 242-245
Lifeplans, 115-116
Career Choices in North Carolina
N. C. State Occupational Info. Coord. Com.
P. O. Box 27625
Raleigh, NC 27611

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3PA Prepare a personal plan for becoming employable.
25.00 (12 days)

OBJECTIVE: C3 Determine characteristics desirable for specific types of employment.
25.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	REFERENCES/RESOURCES
Desirable Characteristics Attitude Work habits Honesty Ability Interests Personality	C1	1. In small groups, develop a list of desirable traits for becoming employed.	
	C2	2. Prepare posters illustrating traits that are desirable for specific types of employment.	Art supplies
	C1	3. Survey students who are employed to identify characteristics that are needed in their jobs.	
	C1	4. Interview an employer to discover desirable employee characteristics. Note how employees are selected and then evaluated on the job. Report findings to class.	
	C2	5. Research a job of your choice. Write a profile describing characteristics necessary for your chosen job.	

References:

Family Living, 230-232
Goals for Living, 433-436
Lifeplans, 105-106
Future Search, U. S. A. F.
Job Search
Getting Started: N. C. Jobs and Careers, 104-105

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3PA Prepare a personal plan for becoming employable.
25.00 (12 days)

OBJECTIVE: C1 Identify sources of information about job availability.
25.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Sources of Job Information	C1	1.	Using classified ads, identify the meanings of abbreviations used in the ads.	Newspapers
Employment Security Commission				
Classified ads				
Personal contracts	C2	2.	Summarize a guest speaker's information about job availability.	
Placement office				
Military				
Publications				
Occupational Outlook Handbook	C2	3.	Interview 3 people to find out how they located their jobs. Summarize findings.	
Monthly Labor Review				
Professional journals				
Trade magazines	C2	4.	Read an article related to job seeking and share information with class.	
Dictionary of Occupational Titles				
Encyclopedia of Careers and Vocational Guidance	C3	✔ 5.	Sponsor a summer job fair for student body.	

References:

Goals for Living, 437-442, 445-448
Family Living, 232-236, 240-241
Lifeplans, 109
Career Choices in North Carolina
N. C. State Occupational Information Coord. Com.
P. O. Box 27625
Raleigh, NC 27625
Getting Started: N. C. Jobs and Careers, 104-106

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3PA Prepare a personal plan for becoming employable.
25.00 (12 days)

OBJECTIVE: C3PA Demonstrate processes involved in securing a job.
25.03 (4 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Securing a Job Ability testing Resume Job application	C1	1.	Assess your abilities and aptitudes with a sample test. Discuss results with a vocational counselor.	Differential Aptitude Test (DAT) Wide Range Aptitude Test (WRAT) Skill Assessment Module (SAM) Talent Assessment Program (TAPS) Armed Services Vocational Aptitude Battery (ASVAB) Employment Security Commission
	C3	2.	Prepare a personal resume for a sample job you have selected.	The Right Resume Writer III The School Company 1-800-543-0998
	C1	3.	Working in pairs, unscramble parts of a cover letter to form an organized letter.	Scrambled cover letter Resume Processor Software with Letter Writer Tutorial Opportunities for Learning, Inc. 1-800-243-7116
	C3P	4.	Using a computer, draft a cover letter for a job of your choice. Rewrite and print a copy.	

References:

Goals for Living, 448-452
Lifeplans, 109-11
Career Choices in N.C.
N.C. State Occupational Info. Coord. Com.
P. O. Box 27625
Raleigh, NC 27611
Job Search
Getting Started: N. C. Jobs and Careers, 104-108

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3PA Prepare a personal plan for becoming employable.
25.00 (12 days)

OBJECTIVE: C3PA Demonstrate processes involved in securing a job.
25.03 (4 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Securing a Job Ability testing Resume Job application	C3	5.	Complete a sample job application. Exchange and critique.	Goals for Living, TRB, 294
	C3P	✔ 6.	Participate in FHA Competitive Event, "Job Interview, Senior Consumer Division."	N.C. FHA/HERO Competitive Event Handbook

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3PA Prepare a personal plan for becoming employable.
25.00 (12 days)

OBJECTIVE: C3 Determine effectiveness of job interview procedures.
25.04 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Job Interview Effectiveness Appearance Knowledge of job Positive attitude Communication skills	C2	1.	Select magazine pictures that depict desirable and undesirable appearance for job interviews.	Magazines
	C1	2.	Make a job information sheet. Complete form to gain knowledge about a job of your choice.	Occupational Outlook Handbook
	C2	3.	In small groups, brainstorm a list of questions to ask during an interview.	
	C2	4.	Question two people who are successful in their jobs to learn what they did to prepare for their interviews. Summarize answers.	
	C2	5.	Listen to a panel of employers describe how they evaluate interviews. Develop a score card for rating.	
	C3	6.	Videotape a "mock interview" in class. Use score card developed in class to evaluate interview.	

References:

Goals for Living, 452-455
Lifeplans, 111-113
Family Living, 241-243
Getting Started: N. C. Jobs and Careers, 119-123
Career Choices in N. C.
N.C. State Occupational Info. Coord. Com.
P. O. Box 27625
Raleigh, NC 27611
Career Skills

COURSE: INDEPENDENT LIVING UNIT: Career Decisions

COMPETENCY: C3PA Recommend a personal plan for becoming employable.
25.00 (12 days)

OBJECTIVE: C3PA Practice appropriate social behavior for business environment.
25.05 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	REFERENCES/RESOURCES
Social Behavior Introductions Table etiquette Personal conduct	C2	1.	Create a list of proper social behaviors and explain why these are important at work and in personal life.	Lifeplans, 113-115
	C3	2.	Stage a series of introductions that could arise in a work or social situation.	
	C3	3.	Pantomime "Table Trash." At a table set for a meal, draw situations depicting inappropriate table manners. Allow audience to explain why behavior is inappropriate and to state appropriate behavior.	Situation cards
	C3PA	4.	View Table Manners for Everyday Use (41 min.). Demonstrate proper table etiquette through a "mock meal."	Educational Video Network 1460 19th Street Huntsville, TX 77340
	C3PA	5.	On an index card, write a social situation. Place in a fish bowl and draw out a card. Act out the proper behavior for that situation.	Index cards

References:
Food for Today, 267-281
Getting Started: N. C. Jobs and Careers, 119-123
Job Search

SUPPLEMENTAL ACTIVITIES

FOR

INDEPENDENT LIVING

7025

Curriculum Guide

VISUAL MEDIA REPORT

1. TITLE OF VISUAL: _____

2. TOPIC: _____

LIST THE MAIN POINTS OF THE VISUAL:

1.

2.

3.

4.

5.

WRITE ONE PARAGRAPH DETAILING YOUR REACTION TO WHAT YOU SAW AND HEARD:

WRITE TWO QUESTIONS PROMPTED BY WHAT YOU SAW AND HEARD.

1.

2.

Poster Evaluation Name _____

	Value	Earned
1. The poster should be legible. Is the lettering neat? (10) Are the illustrations clear? (10) Are the letters and illustrations visible at a distance? (10)	30 points	_____
2. The poster should attract attention. Is one element on the poster emphasized? (10) Is contrast used? (10) Were colors, lines, and/or textures used to get attention? (10)	30 points	_____
3. The poster should have a message. Is the message obvious? (10) Is the message clear? (10) Is the message relevant? (10)	30 points	_____
4. The poster shows creativity.	10 points	_____

Poster Evaluation Name _____

	Value	Earned
1. The poster should be legible. Is the lettering neat? (10) Are the illustrations clear? (10) Are the letters and illustrations visible at a distance? (10)	30 points	_____
2. The poster should attract attention. Is one element on the poster emphasized? (10) Is contrast used? (10) Were colors, lines, and/or textures used to get attention? (10)	30 points	_____
3. The poster should have a message. Is the message obvious? (10) Is the message clear? (10) Is the message relevant? (10)	30 points	_____
4. The poster shows creativity.	10 points	_____

Name _____

LISTENING SHEET

I. List three (3) questions that you might ask the speaker.

Question A: _____

_____

Question B: _____

_____

Question C: _____

_____

II. Take notes in the space below while listening to the speaker.

III. Write one summarizing statement about the topic discussed by the speaker.

_____

_____

_____

_____

Resources needed: one lemon for every person in the class including the teacher, a bowl or bag large enough to hold all the lemons

1. Have all the students form a circle standing shoulder to shoulder with the teacher in the center with the lemons. Count off by twos.

2. Distribute the lemons while telling the students the following:
   - do not squeeze, drop, or in anyway mark or mutilate your lemon
   -this is your lemon - you own this lemon - this is a very special lemon because it is yours
   -get to know your lemon - examine it - look at it closely - smell it! This is your lemon.
3. All the number ones turn to the two on your left. Exchange lemons. Does his/her lemon appear different than yours? Are there any abnormalities?
   Now take your own lemon back. Does it feel comfortable home in your hands? Close your eyes and really get to know your lemon.
4. Have the students form groups of four. Exchange the lemons several times feeling and seeing the differences in the lemons. Ask the students to close their eyes and carefully passing the lemons in one direction have them find their own lemon and keep it.
5. Instruct them once again to get to know their lemon. Give them some time to accomplish this.
6. Collect all the lemons very carefully. Add the teachers lemon to the collection.
7. Have the students stand in the tight circle one more time. Give them these directions:
   I am going to give each of you a lemon. In all probability it will not be your lemon. Hold this lemon very carefully until I give the signal than pass the lemons to the right checking the ones passed to you until you find your lemon. Once you have your lemon hold on to it but continue to pass the lemons that have yet to be claimed. Now close your eyes and begin to pass the lemons.
   (Each student should be able to locate their own lemon. Carefully insert the additional lemon. Eventually only one lemon should be moving around the circle...the teachers!!!)

8. Open eyes and have a class discussion on the topic "How are people just like lemons?"
   Possible questions:
   How could you identify your lemon?
   Are all lemons the same color? Are we?
   Do we have any lumps and bumps?
   Why did your lemon feel so good when you found it again?
   What is on the inside of a lemon?
   What happens to a lemon when it is injured? What are some uses for a lemon?
9. Ask students to summarize what the classroom experience was all about.
10. Allow students to keep their lemons. If they do not want their lemon allow them to place their lemon in the bowl or bag. Do not make lemonade for the class from the lemons as some students have difficulty with so many people touching a food product and others don't want to eat something that has been given a personality. I usually squeezed the lemons and froze the juice for future use in Foods class.

This is also a good ice breaker for FHA meetings when students do not know each other or have difficulty communicating.

BEST COPY AVAILABLE

INDEPENDENT LIVING RESOURCE LIST

Communication

"Communications on the Job
EDI, Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Video (47 Minutes)
CV271
$159.00

NC Sales Representative
Bill Malpass
4717 Edwards Mill Road
Raleigh, NC 27612
919/781-0760

"Body Language"
The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
1-800-634 -4941

Video
61VHS
$79.00

"Effective Communication"
The Learning Seed
330 Telser Road
Lake Zurich, IL 60047

Audio Cassettes (4)
14T
$49.00

"Level With Me: Honest Communication"
The Learning Seed
330 Telser Road
Lake Zurich, IL 60047

Video (Conflict Resolution)
121VHS (29 Minutes)
$89.00

"Communication Breakdown: A Repair Guide"
The Learning Seed
14530 Telser Road
Lake Zurich, IL 60047

Video (22 Minutes)
145VHS
$89.00

"Verbal and Non-Verbal Communication
Educational Associates, Inc.
8 Crab Orchard Rd.
P O Box Y
Frankfort, KY 40602

Multi-Media (Video, Audio Cassette, Handbook) ES956
$169.00

2.00
3.00
4.00

"Communication: Your Bridge to Others"
Educational Associates, Inc.
8 Crab Orchard Rd.
P O Box Y
Frankfort, KY 40603

Software - Apple, 5 1/4 inch
E3611
$79.95

"Did You Get My Message?" 14 minutes
Educational Associates, Inc.
or
Video Trend
P O Box 524
St. George, UT 84771

Video
ES807
$84.95

$84.95

" Verbal Communication" *
Meridian Education Corporation
236 East Front Street
Bloomington, IL 61701

Video
3262
$45.00

"Non-Verbal Communication" *
Meridian Education Corporation
236 East Front Street
Bloomington, IL61701

Video
3261
$45.00

"Difficulties in Communication *
Meridian Education Corporation
236 East Front Street
Bloomington, IL 61701

Video
3263
$45.00

"Media Communication" *
Meridian Education Corporation
236 East Front Street
Bloomington, IL 61701

Video
3264
$45.00

* Four Part Series

Video
3260
$150.00

"Communication: The Person to Person Skill"
Sunburst Communications
39 Washington Avenue
Box 40
Pleasantville, NY 10570-9971

Vldeo
2267KV
$199.00

(37 Minutes)

"Teen-Parent Conflict, Making Things Better"
Sunburst Communications
39 Washington Avenue
Box 40
Pleasantville, NY 10570-9971

Video
2274-KV
$189.00

2.00
3.00
4.00

"Managing Conflicts" (Part 1, Part 2)
Glenco/Macmillan/McGraw-Hill
P O Box 543
Blacklick, OH 43004-9902

Film Strip (2), 2 Audio Cassettes

$97.98

"The Listening Inventory"
Orange Juice Software Systems
338 South Arch Avenue
New Richmond, WI 54017

Software
HE 4030
$45.00 + $10.00

"Communicate"
Orange Juice Software Systems
338 South Arch Avenue
New Richmond, WI 54017

Software
HE5020
$45.00 + $10.00

Decision Making

"Fitting In - Peer Pressure"
Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Video
CV631
$95.00

"Peer Pressure, Drugs...And You"
Sunburst Communication
39 Washington Avenue
Box 40
Pleasantville, NY 10570-9971

Video
2338KV
$189.00

"Resisting Peer Pressure"
J Weston Walch, Publisher
321 Valley Street, PO Box 658
Portland, Maine 04104-0658

Video (28 Minutes)
06-2541-DJ
$189.00

"Peer Pressure - Why Are All My Friends Staring At Me?"
Career Development Software, Inc.
The School Co., Dept. HEC
P O Box 5379
Vancouver, WA 98668

Video
PVS 514
$79.00

"Drug Abuse: Saying No! To Peer Pressure"
Career Development Software, Inc.
The School Co., Dept HEC
P O Box 5379
Vancouver, WA 98668

Video (25 Minutes)
AHV 402
$98.00

2.00
3.00
4.00

"Fitting In: A New Look At Peer Pressure"
Meridian Education Corporation
236 E Front Street - Department HC-92
Bloomington, IL 61701

Video
UL173VA
$95.00

(25 Minutes)

"Peer Pressure: When the Heat's On"
NIMCO, Inc
117 State Hwy 815, PO Box 9
Calhoun, KY 42327-0009
1-800-962-662

Video
CCP-0009-V
$149.95

(26 Minutes)

"Coping With Peer Pressure: Getting Along Without Going Along"
NIMCO, Inc
117 State Hwy 815, PO Box 9
Calhoun, KY 42327-0009

Video
GA-06798-V
$209.00

(31 Minutes)

"How To Say No Without Losing Your Friends"
NIMCO, Inc
117 State Hwy 815, PO Box 9
Calhoun, KY 42327-0009

Video
GA-06830-V
$209.00

(60 Minutes)

"Dealing With Peer Pressure"
NIMCO, Inc
117 State Hwy 815, PO Box 9
Calhoun, KY 42327-0009

Video
CCP-0009-V
$99.95

(30 Minutes)

"Make Up Your Mind: Skillful Decisions"
The Learning Seed
330 Telser Road
Lake Zurich, IL 60047

Video
148VHS
$89.00

(25 Minutes)

"Decision-Making Skills: How To Take Control"
1) The Process (11 minutes)
2) Putting It To Use (12 minutes)
Franklin Clay Films
PO Box VH2303
Costa Mesa, CA 92628

Video

VH771
$98.00

"The Tough Decisions: How To Make Then"
Sunburst Communications '
39 Washington Avenue
Box 40
Pleasantville, NY 10570-9971

Video
2249-KV
$189.00

(31 Minutes)

2.00
3.00
4.00

"Decisions, Decisions! What's A Teenager To DO!"
Career Development Software, Inc
The School Company, Department G+HEC
PO Box 5379
Vancouver, WA 98668

Video
CCV540
$98.00

"Solving Problems, Making Decisions:
Practical Skills and Strategies"
J Weston Walch, Publisher
321 Vally St. PO Box 658
Portland, Maine 04104-0658

Case Studies
012507 DJ
$21.95

"Taking Charge of Yourself"
4 Decision-Making Games
J Weston Walch, Publisher
321 Vally St. PO Box 658
Portland, Maine 04104-0658

Games
00-18824-DJ
$59.95

"Decision-Making....A Methodical Approach"
Orange Juice Software Systems
338 South Arch Avenue
New Richmond, WI 54017

Software
HE4020
$45.00 + $10.00

Lifestyles

"Men and Women Working Together"
Films for the Humanities and Sciences
PO Box 2053
Princeton, NJ 08543-2053

Video (18 Minutes)
GB-2575
$149.00

"Lifestyles Before Marriage"
Glencoe/Macmillan/McGraw-Hill
PO Box 543
Blacklick, OH 43004-9902

Film Strip (1)w/Cassette

$58.98

"Which Lifestyle Is For You?"
Meridian Education Corporation
Department H-92
236 E. Front Street
Bloomington, IL 61701

Film Strip
B66765
$49.00

STRANDED IN THE DESERT

SITUATION

You are one of the members of a geology club that is on a field trip to study unusual formations in the New Mexico desert (consider that your group is the geology club). It is the last week in July. You have been driving over old trails, far from any road, in order to see out-of-the-way formations. At 10:47 a.m., the specially equipped minibus in which your club is riding overturns, rolls into a fifteen-to twenty-foot ravine, and burns. The driver and the professional adviser to the club are killed. The rest of you are relatively uninjured.

You know that the nearest ranch is approximately forty-five miles east of where you are. There is no other place of habitation closer. When your club does not report to its motel that evening, you will be missed. Several people know generally where you are, but because of the nature of your outing, they will not be able to pinpoint your exact whereabouts.

The area around you is rather rugged and very dry. You heard from a weather report before the left that the temperature would reach 110 degrees, making the surface temperature 130 degrees. You are dressed in lightweight, summer clothing, although you do have hats and sun glasses Before your minibus burned, you were able to salvage the following items:

Magnet compass	One jacket per person
Large, light-blue canvas	Accurate map of the area
Book, Animals of the Desert	A .38-caliber pistol, loaded
Rearview mirror	Bottle of 1,000 salt tablets
One flashlight	Four canteens, each containing two quarts of water

The group needs to make <u>two</u> decisions:

1. to stay where it is or to try to walk out, and
2. to hunt for food or not to hunt. To make these decisions, it will be necessary to rank the salvaged items in the order of their importance.

In making the group decisions, your group must <u>stay together</u>.

SPACESHIP

Objectives:

1. To identify some of the dynamics that may occur during a timed or pressured decision-making process.
2. To better understand the role of our values in decision-making.

High Risk States: Rebelliousness; Negative social attitudes; Low self-esteem

Group Size: Unlimited

Time: One class period

Materials: Blackboard and chalk or newsprint and marker

Procedure: The following exercise is a decision-making game which works best if it is taken seriously or as if the task at hand is a real one. If your class is large, divide students into small groups so that each person may have a part in the process.

Read the following situation to the class and explain that, after you have read the task, the class or each group has 20 minutes to make its decision. Tell them that you will remind them of the time during the 20 minutes.

Spaceship Story

You are members of NASA ground control, responsible for making all major decisions regarding problems with U.S. space flights. You have just received a disturbing report from a spaceship unit, "Center I," stationed midway between earth and the moon: a transit supply ship has been destroyed by a meteor shower in a freak accident while making its normal run. The eight persons on Center I have been left stranded by the accident with food which will suffice for only five persons until the next supply ship can be readied to make its run. Center I has radioed NASA ground control asking that *you* make the decision as to *which three persons* will not remain aboard the spaceship. These three persons will have to be jettisoned into empty space. The major news networks have aroused public interest in the problem, and you must be prepared to justify your decision to the general public. Remember, only five people can be chosen to survive. If you cannot decide, then no one will be able to live because of the limited rations.

The descriptions of the eight people are: (List on the board)

1. The wife of the captain. They have five children. (37 years old).
2. The captain. NASA's most experienced astronaut. (37 years old).
3. A stowaway. Escaped from detention center, accused of selling marijuana. (14 years old).
4. A geologist. Enroute to the moon to collect uranium samples for nuclear use. (65 years old).
5. A female singer enroute to the moon to entertain servicemen in bases there. (30 years old).
6. A Senator's daughter doing research on spaceship life for a government project. (25 years old).
7. The first lieutenant. Right hand man to the captain. (35 years old).
8. The spaceship's chaplain. (45 years old).

Processing: When the 20 minutes is up, ask a class spokesperson or small group representatives to explain the decision(s). Before beginning the processing, be sure that all students, especially if they are elementary ages, understand that this exercise was only a simulation and that real people were not involved in the story.

PROS AND CONS OF DIFFERENT FAMILY STRUCTURES

DIRECTIONS: Give reasons "for" and "against" the family alternatives listed below. Be ready to discuss/debate in class.

FAMILY STRUCTURES	*FOR*	*AGAINST*
MARRIED, NATURAL		
SINGLE		
ADOPTIVE		
FOSTER		
PARENTS IN BLENDED FAMILIES		

LOVE SURVEY

6.01

Survey 10 different people to find out what love is. Ask these 10 people to define love in one sentence. Record their answers below. Also record their ages and genders. Do NOT include their names.

Age	Sex		Definitions
___	___	1.	
___	___	2.	
___	___	3.	
___	___	4.	
___	___	5.	
___	___	6.	
___	___	7.	
___	___	8.	
___	___	9.	
___	___	10.	

Were you surprised/amused/disappointed by any of the answers? Which ones? Why?

How is your definition alike/different from the 10 above?

Research 3 familiar quotes that use the word "love" as either a noun or a verb. Write the quotes below. Record the author if known.

1.

2.

3.

Choose 1 of the 3 quotes you listed above. Use that quote as a topic sentence in a paragraph about love. Agree or disagree with the quote in the remaining 4-6 sentences of the paragraph. Skip lines in the paragraph You may write on the back of this sheet.

TYPES AND STAGES OF LOVE RELATIONSHIPS

DIRECTIONS: SEARCH FOR MAGAZINE PICTURES, ADVERTISEMENTS, AND PHRASES FROM SONGS, BOOKS, PLAYS AND POETRY THAT DEPICT REALISTIC AND UNREALISTIC IDEAS ABOUT LOVE. WITH A PARTNER, DESIGN AND CONSTRUCT A POSTER THAT DISPLAYS THE DIFFERENT TYPES YOU BOTH HAVE FOUND. USE THE SPACE BELOW AS A WORKSHEET BEFORE BEGINNING WORK ON YOUR POSTER.

MEDIA WHERE LOVE WAS DEPICTED:

TYPE OF LOVE RELATIONSHIP:

STAGE OF LOVE RELATIONSHIP:

CHARACTERS INVOLVED IN LOVE RELATIONSHIP:

PENCIL SKETCH OF POSTER:

Patsy N. Griffin

FACTORS IN MATE SELECTION

DIRECTIONS: EVALUATE HOW YOU WOULD HANDLE SOME ADJUSTMENTS THAT ARE COMMON TO ALL NEWLYWEDS. WHEN YOU HAVE COMPLETED THE SECTIONS BELOW, DISCUSS YOUR ANSWERS WITH OTHER MEMBERS OF THE CLASS.

I. DIVISION OF RESPONSIBILITY

A. MEAL PLANNING AND PREPARATION

B. CLOTHING CARE

C. HOUSEKEEPING

D. HOME MAINTENANCE

E. CAR MAINTENANCE

II. SOCIAL LIFE

A. INTERESTS SHARED

B. INTERESTS NOT SHARED

III. FINANCIAL RESPONSIBILITIES

COSTS OF UNMARRIED PARENTHOOD

DIRECTIONS: COMPLETE THE SECTIONS BELOW AS THEY RELATE TO THE "COSTS" TO YOUNG UNMARRIED MOTHERS AND FATHERS.

SOCIETY'S REACTION

DISEASES

PREGNANCY

FINANCIAL LIMITATIONS

EDUCATIONAL LIMITATIONS

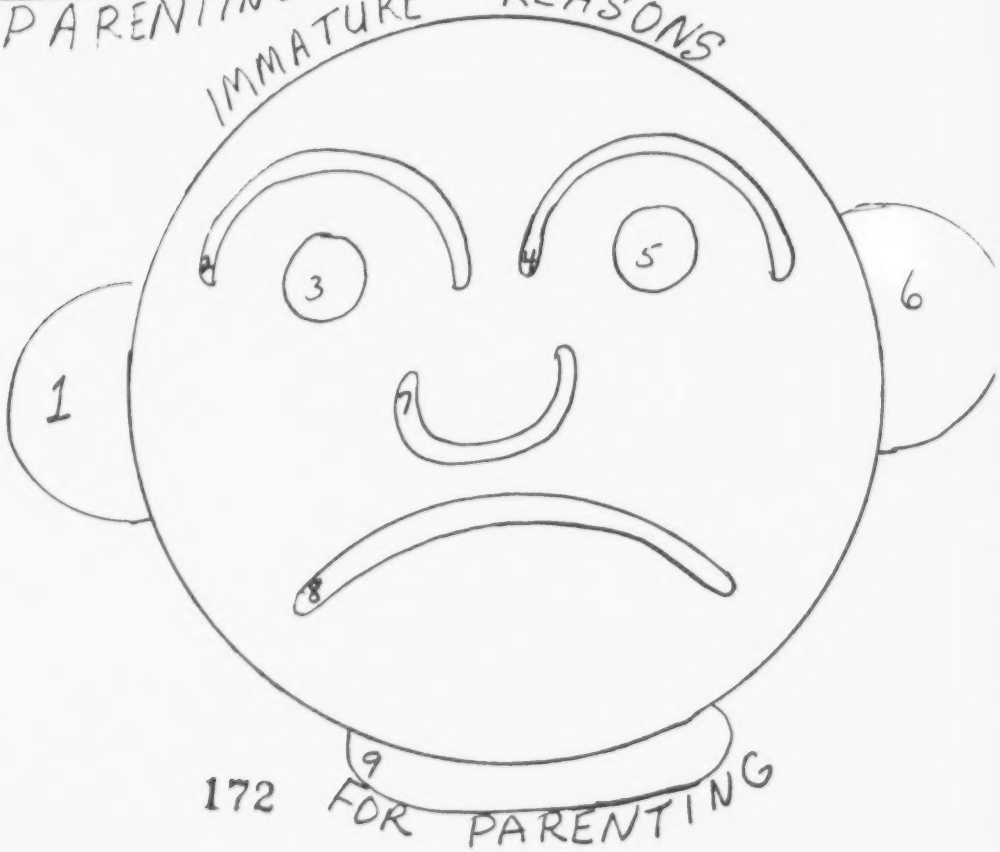
FUTURE RELATIONSHIPS

DEBATE THESE "COSTS" WITH OTHER STUDENTS IN YOUR CLASS NOTING ALL POSSIBLE POSITIVE AND NEGATIVE CONSEQUENCES OF SEXUAL BEHAVIOR TO YOUNG, UNMARRIED MOTHERS AND FATHERS.

Patsy N. Griffin

BRAINSTORM

MATURE REASONS
1
3
5
6
9
FOR PARENTING


IMMATURE REASONS
1
3
5
6
9
FOR PARENTING

FACTORS TO CONSIDER BEFORE PARENTING

DIRECTIONS: Interview 5 couples with a child to find out what factors they considered before having children. List them.

COUPLE 1	*COUPLE 2*	*COUPLE 3*	*COUPLE 4*	*COUPLE 5*

DIRECTIONS: Have each couple to rank the following factors 1-7 according to importance. 1 = most important and 7 = least important

	COUPLE 1	*COUPLE 2*	*COUPLE 3*	*COUPLE 4*	*COUPLE 5*
EMOTIONAL MATURITY					
HEALTH OF COUPLE					
AGE OF WIFE					
AGE OF HUSBAND					
FINANCIAL SECURITY OF COUPLE					
SECURITY OF MARRIAGE					
KNOWLEDGE OF CHILD DEVELOPMENT					
CHILD CARE					

FAMILY PLANNING METHODS

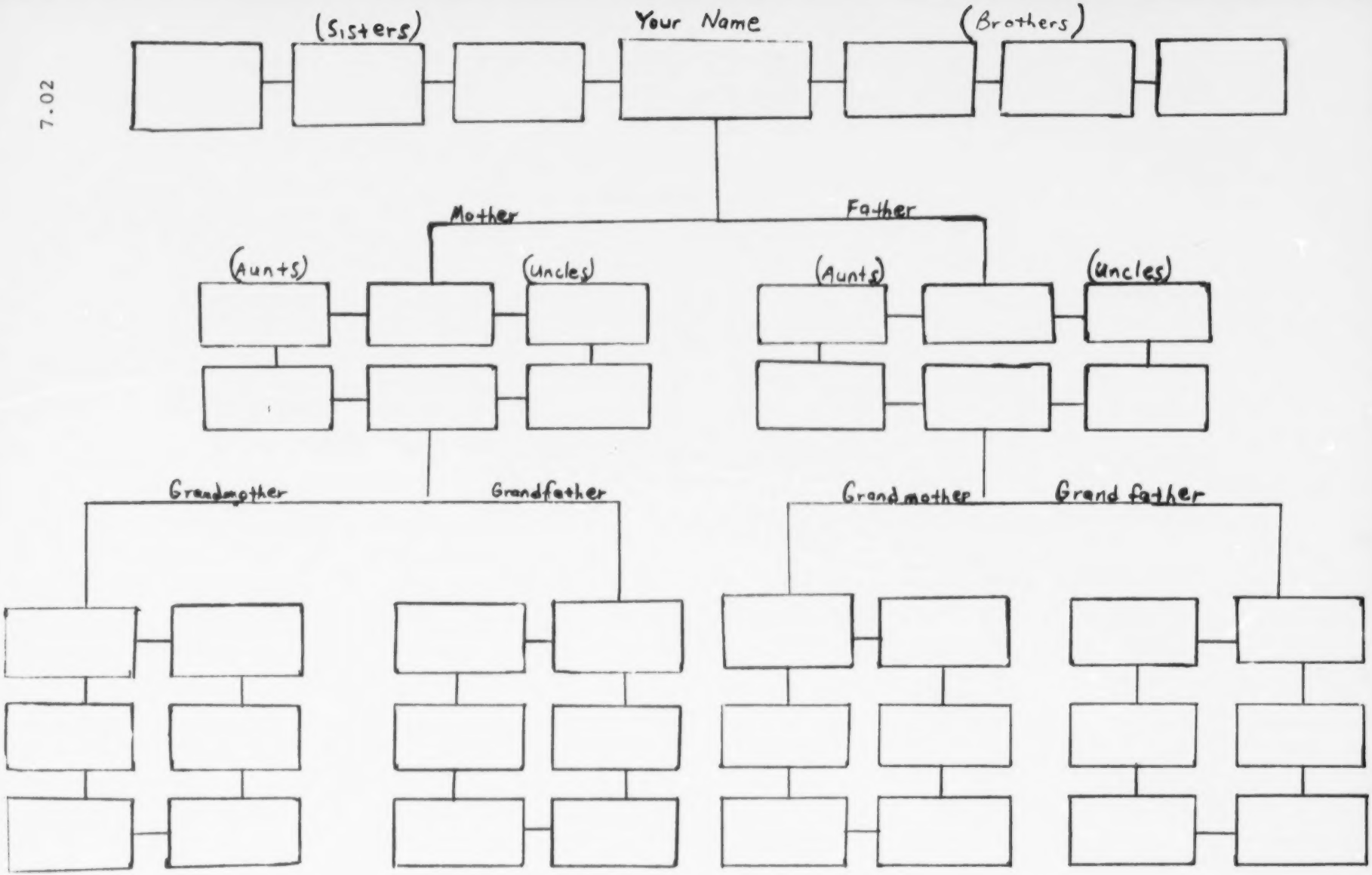
DIRECTIONS: As you listen to our quest speaker complete the chart below.

	DESCRIPTION	EFFECTIVENESS RATE	SIDE EFFECTS	COST
ABSTINENCE				
RHYTHM				
CONDOM				
SPERMICIDE (foams, jellies and creams)				
DIAPHRAGM				
IUD				
PILL				
WITHDRAWAL				

LEARNING ABOUT MY ANCESTORS

DIRECTIONS: *Knowing much about the health of ones relatives can enable a genetic counselor to assess one's chances of having a child with genetic diseases and hereditary birth defects. Research and/or ask relatives to provide the information needed to complete the chart. Include name, birthdate, date of death, cause of death, and hereditary diseases/illnesses for each relative.*

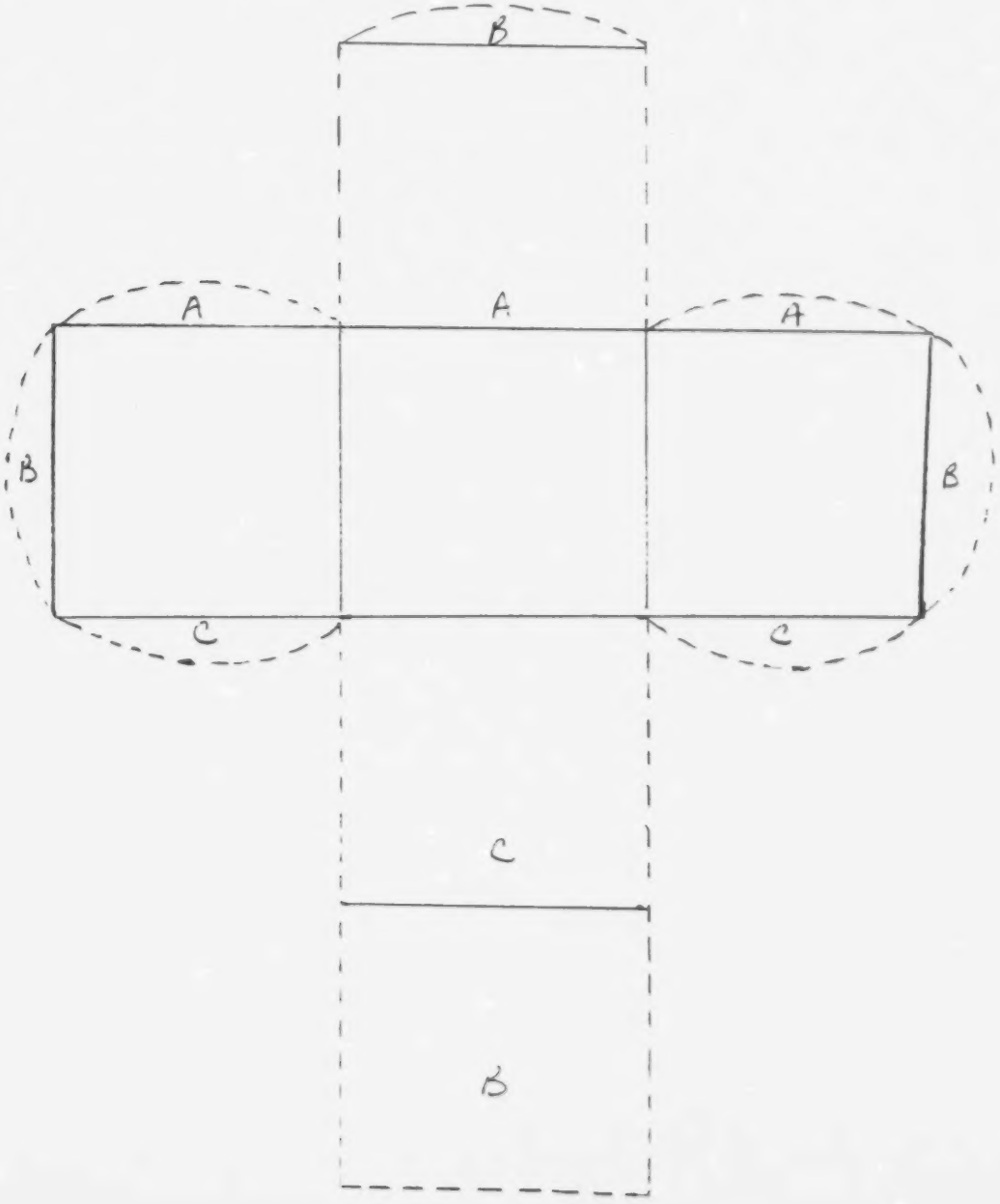
7.02



Family Tree

PRENATAL CARE MOBILE

DIRECTIONS: *Enlarge the pattern below to make 4 cubes the size desired. Trace onto posterboard and cut along the dotted lines. Fold along the solid lines. Glue the lettered tabs to the sides to form the cube. Label cubes (one each nutrition, exercise medical care, and environmental factors). Draw or cut and glue pictures and words, phrases, or captions from magazines to depict good prenatal care practices to observe during pregnancy. Attach to a hanger with nylon thread to make a mobile.*



PRENATAL BINGO

DIRECTIONS: Have students to make their own bingo card by by writing one of the words or phrases in each of the squares. As the definition for a term or phrase is called the student covers the term or word. No free space is provided. Five correctly identified terms vertically, diagonally or horizontally wins.

TERMS

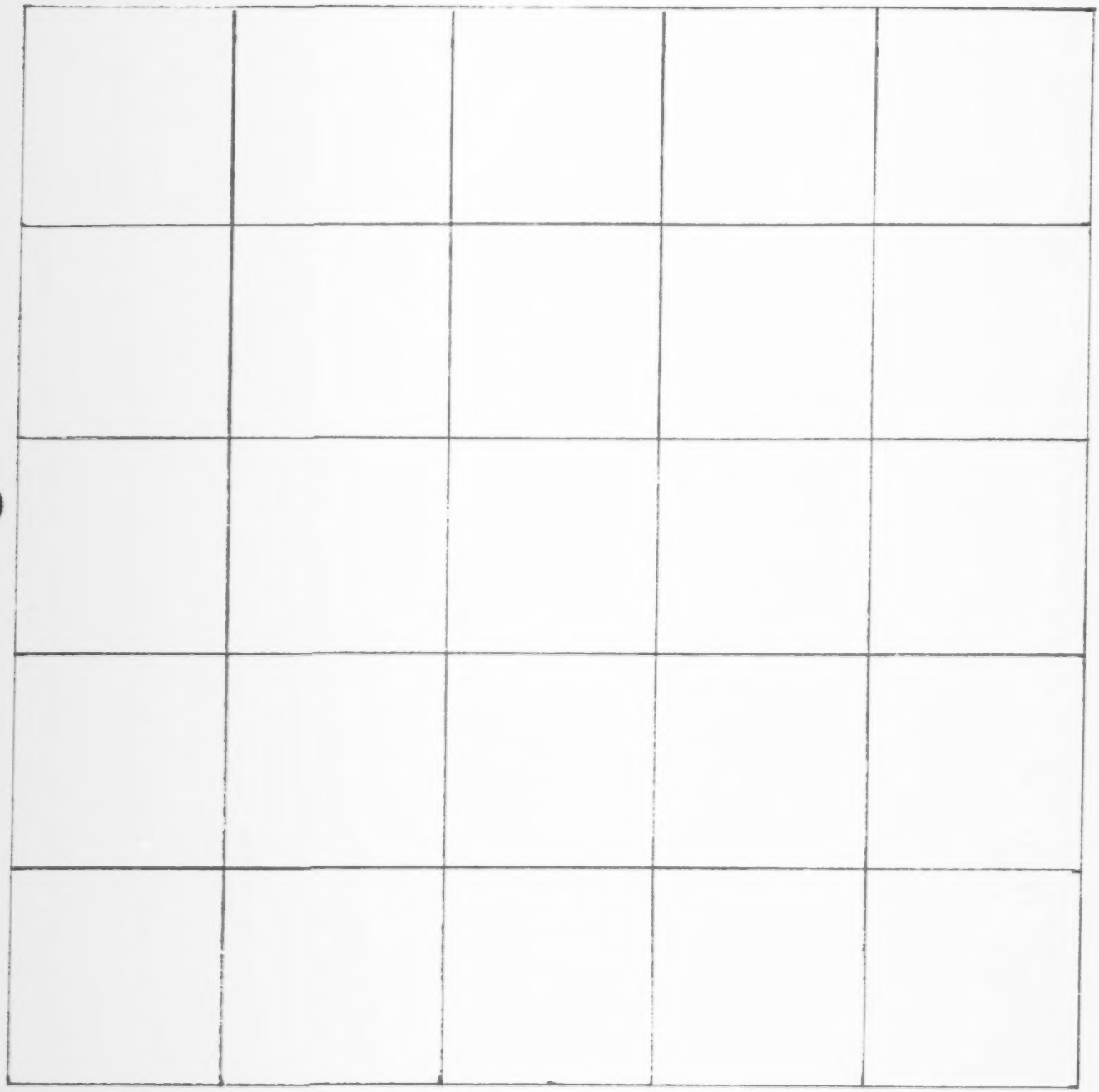
AMNIOCENTESIS	CONTRACTIONS	LAMAZE METHOD
AMNIOTIC FLUID	DILATE	MISCARRIAGE
AREOLA	EMBRYO	OBSTETRICIAN
BREECH BIRTH	EPISIOTOMY	PLACENTA
CAESAREAN SECTION	FETAL ALCOHOL SYNDROME	Rh FACTOR DISORDER
CERVIX	FETUS	RUBELLA
CONCEPTION	FRATERNAL TWINS	TOXEMIA
DILATE	IDENTAL TWINS	TRIMESTER
		UMBILICAL CORD

DEFINTIONS OF TERMS

- *Defects caused by the mother's excessive use of alcohol during pregnancy*
- *This occurs when two eggs are fertilized at the same time.*
- *Surgical removal of the baby from the mother's abdomen*
- *German measles which if contracted during pregnancy can cause a miscarriage, stillbirth, or serious physical or mental birth defects*
- *This connects the placenta with the fetus and provides the fetus with nourishment*
- *A doctor who specializes in prenatal and postnatal care of the mother*
- *An incision in the external opening of the vagina to allow more room for the passage of the baby*
- *Delivery of the fetus before it has a chance to survive outside of the womb*
- *Liquid surrounding the fetus that cushions it and protects from possible injury*

and helps to to keep it at an even temperature.

- *A procedure involving the withdrawal of fluid surrounding the fetus with a special needle to test the tendency for certain traits or diseases*
- *Two babies developed from one fertilized egg cell which divided*
- *The tightening and relaxing of the muscles surrounding the uterus during childbirth*
- *A medium through which the nutrients and oxygen pass from the mother's body and waste products from the fetus.*
- *The lower part of the uterus or the opening of the birth canal*
- *The developing unborn child from the end of the second month of pregnancy to the birth of the baby*
- *A condition characterized by a build up of fluids causing swollen hands, face and feet blurred vision, rapid weight gain, convulsions, severe headaches, coma and sometimes death. It affect's the mother's kidneys, heart, or blood circulation.*
- *A program of breathing exercises to help pregnant women control the pain of contractions and take an active part in labor and childbirth*
- *The developing unborn child from conception to the second prenatal month*
- *The union of a ripen ovum and sperm cell*
- *The birth of a baby buttocks first*
- *Opening or thinning of the cervix to allow for delivery of the baby*
- *A period of three three months in which a pregnancy can be divided*
- *Pigment around the nipple which becomes darker and wider during pregnancy*
- *Condition occurring when Rh-positive blood cells of a fetus enter the Rh-negative blood stream of the mother*
- *One who obtains a complete family medical history from patients and does testing to tell persons in advance the statistical odds that their children will be born with certain diseases or defects.*



CALCULATE THE COST OF BASIC BABY SUPPLIES

DIRECTIONS: *Use catalogs to calculate the cost of a basic wardrobe and nursery needs.*

BASIC WARDROBE	*COST*
4 doz. diapers	
1 doz. disposable diapers	
6 waterproof pants	
6 undershirts	
6 gowns	
2 boxes diaper liners	
4 receiving blankets	
4 kimonos	
2 sweater sets	
6 sleepers	
TOTAL	

BATHTIME NEEDS	*COST*
bathtub	
2 washcloths	
2 bath towels	
comb & brush set	
diaper pins	
rectal thermometer	
TOTAL	

FEEDING EQUIPMENT	*COST*
8 _ 8 oz. nursing bottles	
4 _ 4 oz. nursing bottles	
nipples & bottle caps for bottles	
sterilizer	
bottle & nipple brush	
food warming plate	
High chair or feeding table	
TOTAL	

TRAVEL EQUIPMENT	*COST*
car seat	
tote /diaper bag	
stroller	
infant seat	
TOTAL	

BEDTIME NEEDS	*COST*
4 fitted crib sheets	
waterproof mattress cover	
4 absorbent pads	
4 crib blankets	
bumper pads	
Crib & mattress	
TOTAL	

OTHER EQUIPMENT	*COST*
diaper pail	
hamper	
chest of drawers	
night lamp	
playpen & pad	
toys	
TOTAL	

COMBINED TOTAL 8.01

_____

*Basic Wardrobe*_____

*Bathtime Needs*_____

*Feeding Equipment*_____

*Bedtime Needs*_____

*Travel Equipment*_____

*Other Equipment*_____

_____

TOTAL

TOYS FOR CHILDREN

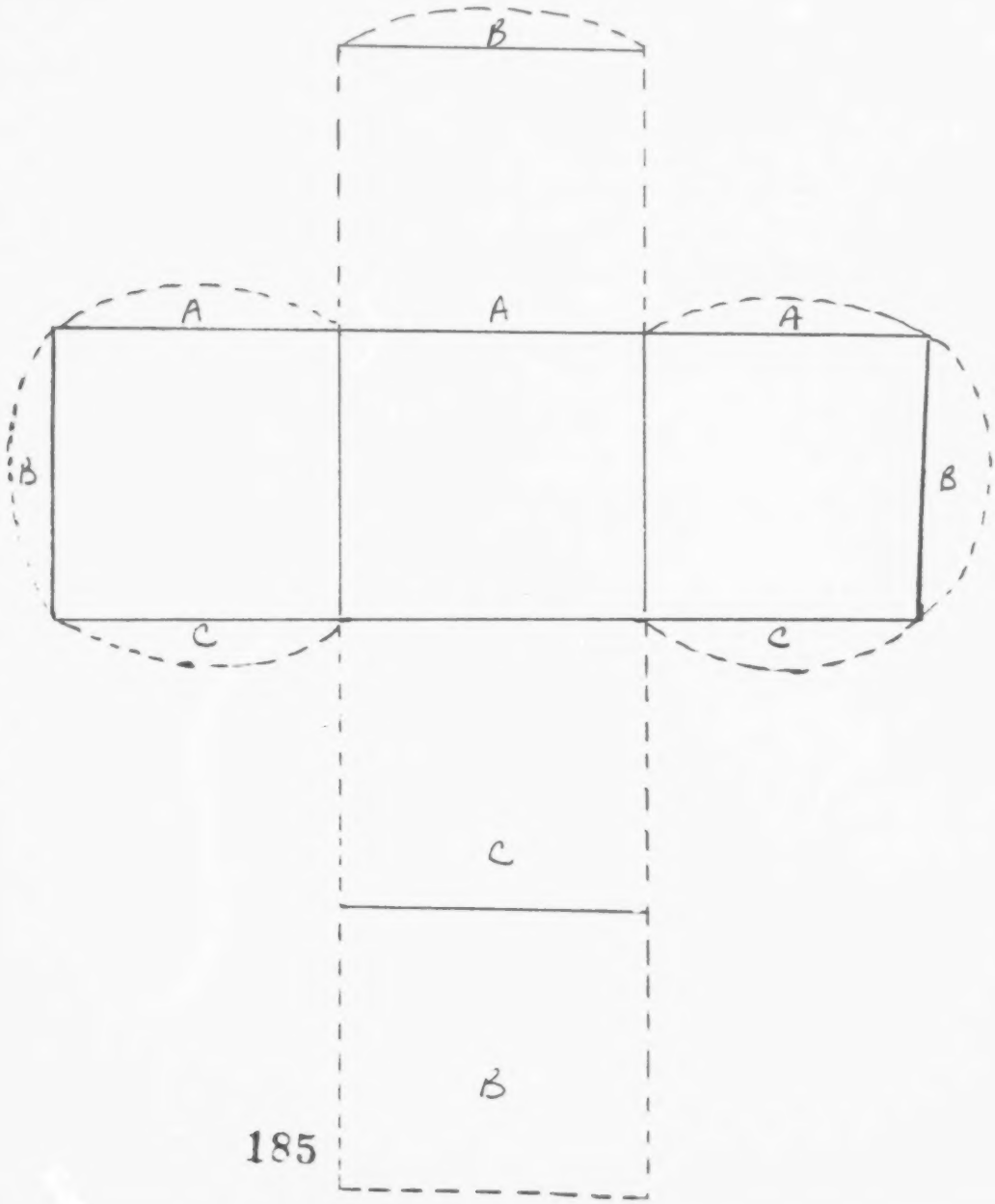
DIRECTIONS: Bring ready made toys to class. Have students arrange according to age appropriateness. Each student then selects a toy from each age group and tells what the child learns by playing with the toy. Then judge its safety by answering these questions:

1. *Is the toy durable and well made?*
2. *Is it colorful?*
3. *Is it safe i.e. free from sharp edges, no small parts that can be swallowed, and lead-free paints?*
4. *Is it washable?*
5. *Is it appropriate for the child's age?*
6. *Does it provide for a variety of uses?*

DISPLAY ON TYPES OF DEVELOPMENT

8.02

Wrap four boxes with plain paper or enlarge the pattern for the cube to the desired size. Make four cubes. Trace onto posterboard and cut along the dotted lines. Fold along the solid lines. Glue the lettered tabs to the sides to form the cube. Cut and glue pictures and write captions to depict ways to encourage development in each of the following ways: physical, emotional, social, and intellectual. (Can be attached to a hanger using varying lengths of nylon thread to make a mobile.)



ENVIRONMENTAL SHOPPING

To be an environmental shopper you must think about the affect your purchase has on the environment. Whether its a cart full of groceries or one candy bar, make the smart choice. Follow the five R's.

REDUCE the amount of waste you produce

Buy only what you need
Buy products with the least amount of packaging
Buy products in recycled or recyclable packaging
Avoid disposable products which are not recyclable
Buy the larger size or in bulk when possible

RE-USE as much as possible

appliances	containers
boxes	grocery bags
clothing	wrapping paper

If you can't re-use it--find someone else who can.

RECYCLE--Learn what is recyclable in your community:

aluminum	corrugated cardboard
glass	motor oil
newsprint	office paper
paperboard	plastics
steel cans	yard waste

REJECT over-packaging & products hazardous to the environment

aerosol containers	blister packs
mixed material packages	non-recyclable packaging
over-packaged goods	products harmful to environment

supposedly "biodegradable" plastics

Look beyond the products to the companies that make them. Support those with good environmental records.

REACT by joining with other consumers to let manufacturers & the government know your views.

Write letters.
Boycott products or companies which harm the environment.
Lobby grocery stores to provide environmentally safe products.

Conserving Energy and Water Saves Our Natural Resources and Money

*CHOOSE ENERGY EFFICIENT APPLIANCES

A refrigerator with a top freezer uses 35% less energy than the side-by-side model.

Energy efficient appliances more than pay back the difference in cost of buying a cheaper, less efficient appliance.

*AVOID RUNNING APPLIANCES WHEN UNNECESSARY; HANG CLOTHES OUT TO DRY

*INSULATE HOME WELL

*HEAT AND COOL HOME RESPONSIBILITY

In the winter, wear a sweater rather than turning up the heat. Plant shade trees to help keep your home cool in the summer.

*TURN OFF THE LIGHTS, THE TELEVISION, AND THE RADIO WHEN YOU LEAVE THE ROOM

One of the simplest ways to save energy. It seems to be one of the hardest to get in the habit of doing.

*TURN DOWN YOUR HOT WATER HEATER AND INSULATE IT

*CLEAN OR REPLACE AIR FILTERS EVERY MONTH

Uses less energy and air contains less dust.

*CLEAN THE DRYER'S LINT TRAP AFTER EVERY LOAD

Uses less energy and dries clothes faster. For a better option, hang clothes out to dry.

*RECYCLE

Recycling takes less energy than creating objects from virgin materials.

Recycling newsprint uses 73-83% less energy.
Recycling glass uses 85% less energy.
Recycling cans uses 98% less energy.

*TURN OFF WATER WHILE YOU BRUSH YOUR TEETH

Running water when you're not rinsing can waste from 3-5 gallons of water. That's over 3,000 gallons of water a year.

*DON'T LEAVE WATER RUNNING WHILE WASHING DISHES

*RUN THE DISH WASHER AND WASHING MACHINE ONLY WHEN THEY'RE FULL

*PUT A WATER CONSERVATION DEVICE IN YOUR TOILET TANK

Devices can be bought in most hardware stores.
We suggest a plastic bottle filled with water.
Do NOT use a brick.

*TAKE A SHORT SHOWER RATHER THAN A BATH

*USE A BROOM, NOT A HOSE, TO CLEAN DRIVEWAYS

You get exercise this way, too!

*AERATE YOUR FAUCETS

"Low Flow Aerators" are available at most hardware stores. Aerators are available for faucets and shower heads.

*USE WATER USED TO COOK VEGETABLES TO WATER PLANTS

Saves water and nutrients in water naturally fertilize plants.

*RECYCLE

Making one ton of recycled paper uses 7,000 gallons of water a day less than making one ton of non-recycled paper.

HOUSEHOLD HAZARDOUS WASTE

Problems associated with inappropriate use & disposal:

* injuries to garbage collectors & haulers
* poisoning--children, pets, adults
* groundwater contamination
* surface water pollution
* air pollution

WHEN USING HAZARDOUS CHEMICALS:

1) read label & follow directions;

2) provide good ventilation, even if you can't smell chemicals;

3) never mix chemicals or different brands of the same product (mixing Bleach with Ammonia produces a very toxic gas);

4) avoid aerosols (even those that say they do not use CFC's);

5) never over use or buy more than you need;

6) don't leave containers open, even if you can't smell chemicals;

7) keep products in their original containers;

8) store wisely (where animals and children can't get to them);

9) wear protective clothing/ keep protective equipment handy;

10) don't eat, drink, smoke, touch mouth or eyes, or wear soft contact lenses when using toxic products (soft contact lenses absorb chemical fumes & hold them next to the eye, where they can cause damage or irritation);

11) wash hands & other exposed areas as soon as possible after use; and

12) keep important phone numbers handy--doctors, ambulance, poison control center.

For more information, contact the **N.C. Alliance for Conservation Action** at P.O. Box 10627, Raleigh, NC 27605. (919) 856-1581

SCHOOL RECYCLING PROGRAMS

Start with a Recycling Committee

responsibilities: designing, implementing & monitoring your school's recycling program

committee members: teachers, school officials, custodial supervisors and student representitives

other members: local recyclers and business leaders

Initial questions

What materials in my school can be recycled in my area?
How are we going to get the materials we collect to a recycling company?
Who will cover the cost of our program?

Partial list of recyclables you might be able to collect

foam polystyrene food service items
notebook, copier, and computer paper
aluminum and steel beverage and food cans
glass bottles
plastic bottles
newspapers
cardboard

What recycling efforts are already in your area

Check the yellow pages under "recycling", "scrap", & "solid waste".
Contact local solid waste management office (public works)
Local recycling groups
Other area schools with recycling programs
Businesses with in-house recycling programs
Local environmental groups

Determine what materials in your area can be accepted

YOU MUST HAVE A HANDLER OR PROCESSOR READY AND ABLE TO ACCEPT MATERIALS FROM YOUR SCHOOL BEFORE YOU CAN DESIGN A RECYCLING PROGRAM.

Once you have identified the materials you would like to recycle and can be recycled in your area, estimate the volume of materials you expect to collect on a daily basis.

Determine the quantity and frequency of purchase
Ask the custodial staff for help estimating

Estimates on volume will determine the following:

Determining the proper size for your collection receptacles
Evaluating need for storage space on school grounds
Setting a hauling schedule
Calculating costs

Decide how to collect items

Bins located inside or outside
One location or several
Remember, simple is better for participation rate
Meet the specifications of the handler

Recycle for the Environment, not Financial Gain

Recycling costs:
- purchasing & servicing collection receptacles
- transporting collected recyclables to the handling or processing facility

Creative finacing:
- local businesses might be willing to support your program by donating equipment or services
- talk with local Chamber of Commerce or similar business organizations
- processing facilities may pay by pound for materials
- processing facilities may pick up materials
- coordinating your hauling schedule w/ other recycling programs in area can cut costs

The best program will not work without participation

Students & Teachers must be excited about recycling & how it works.
Easy-to-read signs featuring simple recycling instructions should be posted next to every collection receptacle.
Hold a school-wide assembly to launch program
Invite a guest speaker
Ask science teachers to dedicate a few minutes to talk about importance
Submit article to school & local papers
Sponsor a poster-making contest to promote recycling

Evaluate your program

Once your programs running, look for ways to make it more effective
How does the actual volume of materials collected compare to the estimates used in planning your program?
Do you need fewer/more receptacles?
Do you have enough volunteer help?
Have you encountered unforeseen costs in operating your program?
Have you sustained enthusiam for recycling in school?
Are participants sorting their recyclables correctly?

From "How To Set Up A School Recycling Program"
The Council For Solid Waste Solutions, 1275 K Street, N.W., Suite 400, Washington, DC 20005 1-800-2-HELP-90

HOUSEHOLD PRODUCT ALTERNATIVES

Yard & Garden Products

***For Ants**--Pour a line of cream of tartar at the place where ants enter house-they will not cross over it; locate nest and pour boiling water over; remove food and water sources that are accessible to them.

***For Fleas & Ticks**--Feed pets brewers yeast, Vitamin B and garlic tablets; vacuum pet bedding regularly; place eucalyptus seeds and leaves where pet sleeps.

***For Roaches**--Use sticky traps; set out a dish of equal parts baking soda and powdered sugar; set out a dish of equal parts oatmeal and plaster of paris; put grease or vaseline on the inside of a jar that contains a banana; caulk cracks and clean up food and moisture; place bay leaves near cracks in room.

For Snails and Slugs--Fill a shallow pan with stale beer, place in infested area; lay boards between vegetables and collect from underside during the day; overturn clay pots and collect snails and slugs who seek shelter from the sun there.

***For other insects**--Spray soapy water on plants; place one cigarette in one quart of water overnight, then strain and spray on screens, windows and doors; promptly discard food into covered container.

***Herbicides**--pull weeds; plant other plants that can compete with weeds.

Household Cleaners

***Oven cleaner**--Sprinkle salt on spills when warm and scrub, mix 3 tablespoons baking soda with 1 quart warm water and scrub; use over liners/trays to catch spills; use "elbow grease" and steel wool.

***Window cleaner**--Rub with newspaper; mix 2 tablespoons white vinegar with 1 quart warm water; use straight lemon juice, and dry with a soft cloth.

***Copper cleaner**--Pour vinegar and salt over copper and rub.

***General household cleaner**--Mix baking soda & water; baking soda & a mild detergent; diluted ammonia.

***Disinfectants**--Mix one-quarter cup bleach in one quart water.

***Air Freshener**--Set vinegar out in an open dish; leave a box of baking soda open in the room; add cloves and cinnamon to boiling water and simmer; set out dried crushed basil leaves or flowers; open a window.

***Laundry & Dish Detergents**--Washing soda; soap; make a paste of washing soda and water for dirty spots.

***Wood Polish/Cleaner**--Mix one pint mineral oil with one teaspoon lemon oil (this may strip finish); mix half oil and vinegar solution and apply in a thin coat, then rub in well; painted wood floors can be washed with one teaspoon washing soda in one gallon hot water, then rinse with clear water; rub crushed raw nuts on wood for an oily polish.

***Wood Preservatives**--When possible, use rot-resistant woods, such as redwood, cypress, and cedar.

***Linoleum Floor Cleaner**--Mop with 1 cup white vinegar mixed with 2 gallons of water to remove dirt, then polish with club soda; light, soapy water to clean and a soft cloth to shine.

***Rug/Upholstery Spot Cleaner**--Clean stains immediately with club soda; sprinkle dry cornstarch on rug and then vacuum.

TIME PROJECT NAME_____

1. On a separate sheet of notebook paper, write your daily schedule from the time you awake until you go to bed.

2. Use the schedule to fill in the number of hours you spend doing the following activities. The total number of hours must equal 24.

ACTIVITY	# HOURS	COLOR	% OF DAY
sleeping		blue	
eating		red	
dressing		green	
doing homework		black	
watching TV		purple	
traveling		brown	
working		white	
at school		yellow	
at leisure		orange	
doing housework		pink	

3. Color the time pie according the above chart. Each section on the pie represents one hour. Divide a section in half to represent 30 minutes.

Below are your classmates' survey responses. Use them to solve the remaining problems.

12 M	$ 15.00	11 M	$ 25.00	11 F	$ 5.25
12 F	60.00	12 M	15.00	12 F	4.75
11 F	5.00	12 F	20.00	11 F	330.00
12 F	4.25	11 F	4.00	12 M	1.00
12 F	10.00				

4. List the amounts in order from least to most. Do not repeat amounts and do not include grade and sex.

5. What is the average value placed on time by your class?

6. Complete the following chart to compare the values males place on time by grade levels.

Value of Time
Males by Grade Level

9	10	11	12

7. Complete the following chart to compare the values females place on time by grade levels.

Value of time
Females by Grade Levels

9	10	11	12

8. What is the average value placed on time by males?_____

by females?_____

9. What is the average value placed on time by grade levels:

9? _____ 11? _____

10? _____ 12? _____

10. Draw a bar graph to show the differences in values by grade and sex.

V
A
L
U
E
S

9M 9F 10M 10F 11M 11F 12M 12F

Unit: Clothing Decisions

Name_____

Personal Analysis

Directions: Analyze your features by filling in the information below, then make some clothing choice decisions that will enhance your appearance.

My Body Type:

1. Height: _____ feet, _____ inches
2. I am: _____ Tall _____ Medium height _____ Short.
3. Build: _____ Stocky _____ Medium height _____ Thin
4. I am: _____ Long-waisted _____ Medium-waisted
   _____ Short-waisted.
5. Bone structure: _____ Large-boned _____ Medium-waisted
   _____ Small-waisted

My Coloring:

1. Skin: _____ Dark _____ Medium _____ Fair
2. Hair: _____ Black _____ Dark brown _____ Light brown
   _____ Red _____ Dark blond _____ Light blond
3. Eyes: _____ Brown _____ Green _____ Hazel _____ Blue

Decision-Making

I would like to appear:

1. Taller_____. I need to wear _____ lines.
2. Shorter_____. I need to wear _____ lines.
3. Thinner_____. I need to wear _____ lines.
   I need to wear cool colors.
   (Examples would be _____, _____, and _____.)
   I should wear: _____ Black _____ White.
   I should wear: _____ Dark colors.
   _____ Light colors.
   I should wear: _____ Shiny fabrics.
   _____ Dull fabrics.

4. Heavier_____. I need to wear _____ lines.
   I need to wear warm colors.
   (Examples would be _____, _____, and _____.)
   I should wear: _____ Black _____ White.
   I should wear: _____ Dark colors.
   _____ Light colors.
   I should wear: _____ Shiny fabrics.
   _____ Dull fabrics.

Unit: Clothing Decisions

Name_____

Clothing Sources

Directions: Read the chart below, which describes the features of the various clothing sources. Based on the information in the chart, complete the instructions at the bottom of this page.

	Features	Brands	Sizes	In-Stock
Department Store	Departments for different apparel Large stock Gift wrapping	Full array Wide range of choices	Full range	6 sizes per style Re-stocked weekly in season
Specialty Store	Unusual items	Specific to retailer or variety	Full range of common sizes	Adequate for at least one season
Discount Store	Lower costs Good quality in name name brands Seconds	Extensive	Spotty	Variable
Thrift Shop	Occasional very good value items	Anything, nothing... on a particular day	Various Spotty	On hand
Manufacturer's Outlet	Lower costs One or two of a kind Seconds Odd lots	Wide range; name labels usually removed	Uneven	Thin

On the back of this page:

1. List one advantage and one disadvantage of each clothing source.
2. Randomly select any two of the above clothing sources and compare them for: features, brand availability, sizes offered, and in-stock or inventory.

Unit: Clothing Decisions

Name_____

Clothing Source Bingo

Directions: Fill in each square below with one of the following:

Department store	Major chain store
Boutique	Mail order(catalog)
Specialty	Manufacturer's outlet
Discount store	Street vendor
Flea market	Thrift shop
Bazaar	Swapping

The teacher or a student will read an advantage or disadvantage of an unnamed clothing source. Cross out or cover the square of the source that has been identified. The student who covers all squares diagonally, vertically, or horizontally, wins.

Unit: Clothing Decisions

Laundry Sort Game

Directions: Write each item below on a separate card/banner. Divide into two to three teams. Each team must correctly sort its "clothing" cards/banners into laundry piles. First team to complete accurately, wins.

1. Pair of white cotton socks
2. Hot pink cotton blouse
3. Pair of denim blue jeans
4. Black nylon nightie
5. Light blue dress shirt (50-50 cotton, polyester blend)
6. Solid white percale bed linens
7. One set beige bath towels
8. Blue-and-white print kitchen towel (100% cotton)
9. Washable Keds sneakers
10. Red 100% polyester blouse
11. Pastel blue cotton panties
12. Pair of white 100% cotton shorts
13. Set of medium green cotton-polyester blend table napkins
14. White cotton T-shirt
15. Black cotton-polyester dress

Unit: Clothing Decisions

Names_____

Stain Removal Lab

ATTACH FABRIC SWATCH HERE!

1. Identify stain: _____
2. Step-by step removal procedure to be used:
3. Describe results of procedure:
4. Rate effectiveness of stain removal procedure from 1 to 10 (1= lowest, 10= highest):

ATTACH FABRIC SWATCH HERE!

1. Identify stain: _____
2. Step-by-step removal procedure to be used:
3. Describe results of procedure:
4. Rate effectiveness of stain removal procedure from 1 to 10 (1 = lowest, 10 = highest):

ALTERNATIVE STAIN REMOVAL

Bathtub & Sink Stains	Scrub with a paste made of cream of tartar and hydrogen peroxide.
Beer Spills	Apply hydrogen peroxide to dried stains on white cotton. Sponge stains on colored fabrics with white vinegar.
Blood Spots	Douse spots with hydrogen peroxide (if fabric is bleachable) or diluted ammonia before rinsing in cool water. Avoid hot water since heat will set the bloodstain.
Brass & Copper Tarnish	Mix together equal parts of salt & flour, then add enough white vinegar to make a paste. Rub into stain. This may require more than one application.
Coffee & Tea Stains	Wipe clean with a paste made of baking soda & water, or salt and white vinegar.
Egg Tarnish	Rub off with table salt.
Fresh Fruit & Vegetable Stains	Stretch fabric tight and pour hot or boiling water slowly over the stain so that water runs through fabric.
Grass Stains	Apply rubbing alcohol liberally to stained areas before laundering.
Grease & Oil	Gently rub in talcum powder, cornmeal or cornstarch, let set, then brush or sponge powder away.
Gum Gook	In hair, work in vegetable oil or an oil-based cream until gum is loosened. On fabric, rub area with ice until gum hardeneds and most can be removed. Place wax paper over excess gum and iron lightly over paper.
Mildew	Scrub walls and floors with a brush dipped in borax and water. For books or paper, dust with talcum powder, cornmeal, or cornstarch, let set for two days, then brush off.
Mustard Stains	Soak stained area with diluted ammonia before laundering.
Perspiration Stains	Rub stained areas with white vinegar before laundering. Keep vinegar handy in a squirt bottle to saturate such stains before you toss clothes in the wash.
Pet Urine	Dampen area with equal parts white vinegar and water and blot dry.
Price Stickers	Saturate with vegetable or baby oil before removing.
Rust Stains	Rub with lemon juice and salt, then rinse thoroughly with water.
Scorch Marks	Soak fabric in hydrogen peroxide, then rinse. Or alternate rubbing the area with a lemon slice, then wiping with a dampened sponge until stain disappears.
Vinyl	Sponge down with equal parts of rubbing alcohol and water.
Water Spots on Stainless Steel	Rub area with a clean, soft cloth dampened with white vinegar.
Wine Spills	Generously apply club soda to spill, then sponge up soda and wine.

Unit: Clothing Decisions

Clothing Storage Game

Directions: Divide into teams. An individual from one team selects an open-end statement card regarding clothes storage from the following assortment. If the statement is completed correctly WITHOUT team assistance, 2 points; if completed WITH team assistance, 1 point; incorrect completion, 0 points. Next team takes their turn. The team with the most points, wins.

1. "If starched clothing is stored, ..."
2. "Because knits stretch easily, ..."
3. "Before putting clothes away for seasonal storage, ..."
4. "In order to protect wool clothing from moths, ..."
5. "If clothing is stored in a damp area, ..."
6. "Basements and attics are usually poor places to store clothing because ..."
7. "Cedar chests and closets are a luxury in storage because ..."
8. "The two important considerations related to clothing storage are ..."
9. "Containers that are suitable for storing knits are ..."
10. "The proper products that should be used on wool clothing to protect them from moths are ..."
11. "The best places for storage are ..."
12. "In order to keep the temperature and humidity somewhat constant through the year for clothes storage purposes, ..."
13. "One principle of clothing storage is ..."
14. "A second clothes storage principle is ..."
15. "Store clothes items together if ..."

PROCRASTINATION PITFALLS

DIRECTIONS: COMPLETE THE SECTIONS BELOW AS THEY RELATE TO MANAGEMENT OF TIME USING EFFECTIVE TECHNIQUES.

DEFINE PROCRASTINATION:

IDENTIFY TWO TIMES WHEN YOU HAVE PERSONALLY BEEN AFFECTED BY PROCRASTINATION. IDENTIFY TIME. PLACE. PERSON(S) AFFECTED AND RESULTS OF PROCRASTINATION.

1. TIME:

PLACE:

PERSON(S) AFFECTED:

RESULTS OF PROCRASTINATION:

2. TIME:

PLACE:

PERSON(S) AFFECTED:

RESULTS OF PROCRASTINATION:

COMMUNICATION SKILLS WORKSHEET

DIRECTIONS: DEVELOP A WRITTEN STATEMENT ADVOCATING THE NEED FOR A LEADER TO BE ABLE TO READ. WRITE. SPEAK AND LISTEN IN ORDER TO EFFECTIVELY COMMUNICATE WITH GROUPS. COMPLETE THE SECTIONS BELOW IN ORDER TO GATHER YOUR POINTS AND THEN WRITE YOUR FINAL STATEMENT ON ANOTHER SHEET.

WHY BE ABLE TO:

READ?

WRITE?

SPEAK?

LISTEN?

EVALUATION OF A PREPARED SPEECH

DIRECTIONS: AFTER WATCHING AND LISTENING TO A PREPARED SPEECH BY YOUR TEACHER, COMPLETE THE FOLLOWING CHECK SHEET. RATE EACH SECTION FROM ONE TO TEN WITH A ONE BEING THE POOREST QUALITY AND A TEN BEING THE HIGHEST QUALITY.

SPEECH	POSSIBLE POINTS	EARNED POINTS
1. Content	10	____
2. Organization	10	____
3. Development	10	____
4. Relevance to Audience	10	____
5. Appropriate Word Choice	10	____
BODY		
6. Posture	10	____
7. Eye Contact	10	____
8. Gestures	10	____
VOICE		
9. Projection	10	____
10. Pronunciation	10	____
	TOTAL: 100	TOTAL: ____

MOST OUTSTANDING PART OF SPEECH:

RECOMMENDATIONS FOR IMPROVEMENT:

EXTEMPORANEOUS SPEECH WORKSHEET

DIRECTIONS: A NEW STUDENT HAS ENROLLED IN YOUR INDEPENDENT LIVING CLASS. PRESENT A THREE MINUTE SPEECH ON HOW YOU WOULD INFORM THAT NEW STUDENT ABOUT YOUR FHA/HERO CHAPTER AND YOUR METHOD OF INVITING HIM/HER TO JOIN YOUR ORGANIZATION.

TITLE:

PURPOSE:

INTRODUCTION:

BODY:

CLOSURE:

WHO:

WHAT:

WHERE:

WHEN:

WHY:

Savings and the Rule of 72

In a hurry for your money to double? Calculate how long you need to double your money with the Rule of 72. Divide the annual interest rate into 72. The answer is the number of years needed.

Example: 9% interest
72 / 9 = 8
Therefore, 8 years are needed to double the investment at 9%.

Practice using the Rule of 72 by working the problems below.

1. John has $200 to invest. He checks with a bank that has an 8% interest rate on a savings account. How long will it take to double John's investment?

2. Margie has $1000 to invest. Her savings account has a 6% interest rate. How long will it take Margie to have $2000?

3. Denise is considering investing $500. One bank offers an interest rate of 4%. How long would it take for Denise to have $1000?

4. Patrick wants to double $1000 for a down payment on a car. Currently interest rates are 7%. How long will it take to double his money?

The rule works backwards, too. It will also tell you the interest rate you need to double your money in a certain time period. This time, divide 72 by the number of years you have. The answer is the necessary interest rate.

Example: 6 years
72 / 6 = 12
Therefore, you need 12% interest in order to double your money in 6 years.

1. Jenean wants to invest her $250 tax refund to use later for college. She needs to double this investment in 4 years. What interest rate does she need to find to double her money?

   Is this a realistic savings goal? Why or why not?

2. If you receive $400 back in a tax refund, what would you do with the refund?

   If you choose to save the money, what would you do; where would you go; what factors would you consider in choosing a place to save?

E Z CREDIT!?

Sounds great, right. Getting the credit can be easy at some stores but the interest cost of that credit may make life difficult (and expensive!).

To calculate interest cost on a loan:

Principle x Interest Rate x Time = Interest Cost

(Remember to convert the interest rate from a percentage to a decimal.)

Example: $1000.00 borrowed at 10% for one year.
1000 x .10 x 1 = $100
Your interest cost is $100. Not bad for a new stereo.

Calculate the interest costs below:

1. Tim wants to buy a new stereo. He borrows $400 for 1 year at 15%. What are the interest cost on this loan?

2. Jane borrows $350 to start a home business. She has 10 months to back the loan. Interest (annual) is 12%. What are the interest costs for this loan?

3. Teresa wants to buy a new Spring wardrobe. She borrows $250 from her mom. Her mom charges her 6% interest for a loan of 6 months. What are the interest costs for this loan?

To calculate interest cost on a time payment:

Monthly payment x Number of payments - Original cost = Interest Cost

Example: $50.00 x 12 payments - $300.00 = $300.00
Quite a bit for a new t.v.

Calculate the interest costs below:

1. Sandy borrowed $1500 for an education at the community college. Monthly payments after graduation are $175 for 11 months. What are the interest costs for this loan?

2. Lori is planning to borrow $2000 for a vacation. Her monthly payments will be $280 for 10 months. What are the interest costs for this loan?

3. Nicole borrows $10,000 to buy a new car. Her monthly payments will be $200 for 60 months. What are the interest costs for the new car?

Consumer Reports Research Name _____

Product: _____

Use a copy of Consumer Reports magazine from the last 12 months to answer the following questions about a product of your choice. Remember to read the "Ratings" chart, as well as the article text.

1. Date of Issue _____
2. Volume _____ Number _____
3. Title of Article _____
4. Pages _____
5. Which features of the product were rated?

6. How many brands and models were evaluated?

7. List 2 advantages given for different models.
   a.
   b.

8. List 2 disadvantages given for different models.
   a.
   b.

9. What is comment "B?"

10. Which features did all brands and models have in common?

11. Which brand and model received the highest rating? Why?

12. Which brand and model received the lowest rating? Why?

13. If you were buying this product, which brand and model would you choose? Why?

UNIT PRICING

How do you know if you're getting the best buy on similar products of different sizes? One way is to compare the unit prices.

Simply divide the number of units (ounces, pounds, etc.) into the cost of that size. The answer is the UNIT PRICE.

For example, if a 64-ounce carton of juice costs $.99, the unit price is __?__.

$$64\overline{)}.990 = .015 \text{ = \$.02 per ounce}$$

Is this juice cheaper than some that sells for $.89 in a 32-ounce bottle?

$$32\overline{)}.890 = .027 \text{ = \$.03 per ounce}$$

The carton is cheaper by the ounce than the bottle.

Calculate unit prices for the following products.

	Product and Size	Cost	Unit Price
1.	8 oz. yogurt	$.33	_____
2.	22 oz. dish detergent	$1.39	_____
3.	6 oz. inspect repellent	$3.19	_____
4.	8 oz. after shave	$7.77	_____
5.	15 oz. skin lotion	$1.49	_____
6.	64 oz. fabric softener	$1.69	_____
7.	4 batteries	$1.39	_____
8.	100 vitamins	$2.99	_____
9.	7 oz. caramel corn	$.99	_____
10.	16 oz. cheese	$2.29	_____
11.	6 rolls toilet tissue	$1.49	_____
12.	3 cans dog food	$.99	_____
13.	7 oz. hair spray	$.79	_____
14.	3 lb. macaroni salad	$2.69	_____
15.	50 pain reliever tablets	$3.75	_____
16.	6 oz. potato chips	$.89	_____
17.	15 oz. rice cereal	$2.43	_____
18.	200 sq. ft. aluminum foil	$3.97	_____
19.	6 pairs of socks	$7.99	_____
20.	8 dish cloths	$2.97	_____

The Sale Price is Right

Everyone loves a good buy. Calculate the savings from price reductions in the problems below.

	Original Price	15%	Sale Price	25%	Sale Price	33%	Sale Price
1.	9.99	1.50	8.49	2.50	7.49	3.30	6.69
2.	29.99						
3.	179.97						
4.	119.66						
5.	48.94						
6.	111.97						
7.	164.88						
8.	392.59						
9.	699.99						
10.	1229.88						

Calculate the savings of a price reduction of 50%. While you're shopping, it's announced to take an additional 25% off the already reduced sale price. The sale price is right!

	Original Price	50%	Sale Price	Additional 25%	Sale Price
11.	17.99	8.99	9.00	2.25	6.75
12.	24.99				
13.	29.89				
14.	39.99				
15.	59.99				
16.	99.99				
17.	299.99				
18.	425.89				
19.	699.99				
20.	1399.99				

Home making Bingo

20.02

		FREE		

Homemaking Bingo

25 Tablespoon		5 Strainer
27 Ounce	21 Wooden Spoon	26 1/2 cup
32 Spatula	28 Kitchen Fork	31 Fold
4 Pare	1 teaspoon	12 Beat
33 Cut in	2 Chop	7 1 cup
8 Sifter	17 Peel	6 Rolling Pin
29 Boil	14 Cooling Rack	
23 Slotted Spoon	22 Vegetable Peeler	
20 Stir	3 Garnish	
19 Tongs	18 Liquid Meas Cup	
24 Turner	16 Pound	
9 Pastry Blender	13 1/4 cup	
10 Mince	30 Rotary Beater	
15 Grater	11 Bake	

20.02

Master List

FOOD INTAKE AND ANALYSIS PROJECT

A. Three Day Food Intake Record

1. Using the food intake record, write down everything you eat for three days.
2. Divide into the food groups listed on the sheets.
3. Total up the number of servings from each food group.

B. Dietary Analysis

1. Choose the two most typical (normal) out of the three days of recorded food intake above.
2. Using the chart on the sheet, "Checking Your Diet"*, label the first day you choose to analyze in the margin. In the chart, list all foods eaten in that day. Then total, skip a line, and label the second chosen day in the margin. List all foods eaten in that day and total.
3. Look up each food in Appendix B (pages 674-691) in Guide to Good Food. Appendix B is entitled "Nutritive Values of Foods."
   --Make sure the amount listed in Appendix B is equal to or similar to the amount you ate. If not, half, double, etc. as necessary.
4. Complete the chart filling in the amount eaten in servings, calories, protein, Vitamins A and C, the B vitamins (Thiamin, Riboflavin, Niacin), Calcium, and Iron.
5. Copy the totals over in the "Totals" chart and average the two days.
6. Answer the questions on the analysis chart.

C. Conclusive Paper

1. Write a paper (approximately two pages) summarizing the information you found from the three day intake and analysis.
2. In your paper, draw conclusions about:
   a. Is your diet adequate?
   b. Are you missing out on any nutrients? If so, which ones?
   c. What foods could you include in your diet to have a balanced diet?

*Food for Today, SAG, 28-29

Project equals test grade.
Due dates:
A. Food Intake Record- Mon.,
B. Dietary Analysis- Wed.,
C. Conclusive Paper- Fri.,

	Hearts	Diamonds	Spades	Clubs
	Meat	Milk	Vegetables/ Fruit	Bread
Ace	Roast Beef	Milk	Celery	Muffin
King	Steak	Cream	Corn	Rolls
Queen	Tuna	Yogurt	Apple	Biscuit
Jack	Hamburger	Sour Cream	Peas	Flour
Ten	Meat Loaf	Cocoa	Grape	Cake
Nine	Ham	Custard	Plum	Crackers
Eight	Lamb	Ice Cream	Tomato	Doughnuts
Seven	Pork	Cheese	Beans	Corn Flakes
Six	Chicken	Cottage Cheese	Pear	Oatmeal
Five	Clams	Milk Shake	Lettuce	Pancakes
Four	Eggs	Buttermilk	Cherry	Cookies
Three	Peanuts	Skim Milk	Orange	Pizza
Two	Veal	Swiss Cheese	Lemon	Waffles

A player must have three cards from one food group and four cards from a second food group or seven cards from one food group. Place the remaining cards in a stack face down. To play, the first player draws a card from the top of the deck. He can keep that card and/or discard one from his hand; or discard the card he has drawn. This is placed face-up, beside deck. The second player has his choice of either the up-turned card or drawing from the stack. The game ends when a player has three cards from one group and four cards from a second group or seven cards from the same group.

Time Schedule

Group _____
Recipe _____

Period begins	_____		
Pre-preparation steps (wash hands, get apron, pre-heat oven, etc.)	_____	-	_____
Assemble utensils and ingredients	_____	-	_____
Measure ingredients	_____	-	_____
Mixing and actual preparation of recipe	_____	-	_____
Baking or cooking time	_____	-	_____
Serving time	_____	-	_____
Eating time	_____	-	_____
Clean-up time	_____	-	_____
Period ends	_____		

Name
Kitchen
Lab

21.03

Objective: to evaluate student performance in food lab

Rating Scale on Food Lab

Directions: Rate your performance by recording the rating that best fits, using 2 and 4 when you feel your performance is between the descriptions. Rate each characteristic listed below by this scale: 5 excellent, 4 good, 3 average, 2 fair, and 1 poor. Total your score when you have finished.

		1	2	3	4	5	rating
1.	Planning	Does not participate in planning lab		Participates somewhat in planning lab		Participates fully in planning lab	
2.	Time Management	Makes no effort to use proper time management; unorganized		Makes effort to use proper time management; somewhat organized		Uses proper time management; well-organized	
3.	Reads and Follows Recipe	Does not read and follow recipe; unfamiliar with steps		Does not always read recipe; somewhat familiar with steps		Carefully reads and follows recipe; familiar with steps	
4.	Safety and Sanitation	Does not practice safety and sanitation measures		Usually follows safety and sanitation measures		Always practices safety and sanitation measures	
5.	Equipment	Does not use appropriate equipment for task; does not operate properly		Usually uses appropriate equipment for task; usually operates properly		Uses appropriate equipment for task; operates properly	
6.	Individual Responsibilities	Does not complete individual responsibilities; not dependable or helpful to others		Usually completes individual responsibilities; usually dependable and helpful to others		Completes individual responsibilities; dependable and helpful to others	
7.	Cooperation	Uncooperative and unhappy with group members		Usually cheerful and happy with group members		Always cooperates cheerfully with group members	
8.	Positive Attitude Toward Food	Displays negative attitude; refuses to taste		Usually positive attitude; usually willing to taste		Always exhibits positive attitude; willing to taste	
9.	Independence	Dependent upon others; unwilling to try tasks		Usually independent of others; tries tasks		Works independently of others; shows initiative	
10.	Clean-up	Kitchen unclean (Dirty sinks, counters, etc.)		Kitchen almost clean (sinks, counters, range)		Cleans kitchen (sinks, counters, range, floors, etc.)	
11.	Food Storage	Fails to cover, label and store food properly		Usually covers, labels and stores food properly		Properly covers, labels and stores food	
12.	Personal Cleanliness	Makes no effort to wash hands, wear apron, or secure hair		Sometimes washes hands, wears apron, or secures hair		Always washes hands, wears apron, and secures hair	
13.	Manners	Loud, disorderly, or disrespectful to others		Sometimes loud, disorderly, or disrespectful to others		Polite and respectful to others through attitude and actions	
							TOTAL

SHOPPING LIST

Fruits

Oranges ____
Bananas ____
Apples ____
Pineapple ____
Grapes ____
Other ____

Vegetables

Potatoes ____
Onions ____
Tomatoes ____
Lettuce ____
Cucumbers ____
Radishes ____
Squash ____
Mushrooms ____
Carrots ____
Peas ____
Corn ____
Cauliflower ____
Brocolli ____
Okra ____
Cabbage ____
Other ____

Frozen Foods

Desserts ____
TV Dinners ____
Meats ____
Fish ____
Vegetables ____
Fruits ____
Juice ____
Pizza ____
Pop Corn ____
Other ____

Staples

Flour ____
Sugar ____
Rice ____
Coffee ____
Tea ____
Shortening ____
Veg. Oil ____
Salt ____
Pepper ____
Spaghetti ____
Noodles ____
Macaroni ____
Vinegar ____
Spices ____
Cereals ____
Soups ____
Catsup ____
Poptarts ____
Other ____

Luncheon Meats

Sliced Ham ____
Bologna ____
Salami ____
Turkey ____
Hot Dog ____
Sausage ____

Beef

Roast ____
Steak ____
Ground ____
Stew ____
Other ____

Pork

Roast ____
Chops ____
Bacon ____
Ham ____
Spareribs ____
Other ____

Poultry

Chicken ____
(breasts) ____
(legs) ____
Turkey ____
(breast ____
Other ____

Seafood

Fish ____
Seasonal Fish ____
Shrimp ____
Other ____

Household Items

Soap ____
Detergent ____
Floor Wax ____
Floor Cleaners ____
Furniture Polish ____
Bleach ____
Starch(spray) ____
Disinfectants ____
Other ____

Paper Products

Face Tissues ____
Toilet Paper ____
P. Towels ____
P. Napkins ____
P. Cups ____
Wax Paper ____
Plastic Wrap ____
Freezer Wrap ____
Aluminum Foil ____
Sandwich Bags ____
Garbage Bags ____
Cupcake Papers ____
Other ____

Bakery

Bread ____
Rolls ____
Cake Mixes ____
Pie Crust ____
Cookies ____
Other ____

Dairy Items

Milk ____
Vel. Cheese ____
Cheddar Cheese ____
Moz. Cheese ____
Swiss Cheese ____
Cot. Cheese ____
Cream Cheese ____
Sour Cream ____
Yogurt ____
Ice Cream ____
Margarine ____
Eggs ____
Other ____

Miscellaneous

Lighter Fluid ____
Razor Blades ____
Shaving Cream ____
Shampoos ____
Conditioner ____
Antipersperant ____
Hair Spray ____
Other ____

Pizza

400°

Preheat oven

Ingredients

Biscuits
Spaghetti sauce
Salt
Pepper
Italian seasoning
Cheddar cheese
Mozzarella cheese
Onion
Green peppers Optional

Utensils

Baking sheet
Turner
Spoon
Paring knife
Grater
Cutting board

1. Grease baking sheet

2. Spread biscuit dough out into about a 6 in. circle.

3. Spread with spaghetti sauce (with meat)

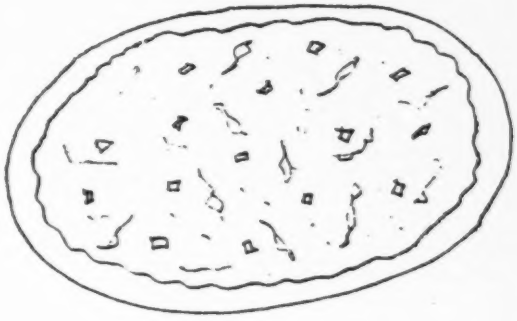
4. Sprinkle with salt, pepper and Italian seasoning

5. Add chopped onion and green pepper (diced)-if desired

---

6. Sprinkle top of pizza with grated cheddar cheese and mozzarella cheese

7. Bake for ten minutes.



8. Serve while hot.

MEAL PLAN SHEET
Foods Lab

NAME_____ 21.03
KITCHEN NO._____PERIOD NO.____

MENU

I.

II. My cooking job is (be specific):_____ _____

_____ _____

III. My housekeeping job is (be specific):_____ _____

_____ _____

IV. Copy recipe and clip to this sheet.

V. This is a list of the equipment I will need to get out before I begin

_____ _____ _____ _____ _____
_____ _____ _____ _____ _____
_____ _____ _____ _____ _____
_____ _____ _____ _____ _____

VI. The market list for my part of the meal has been turned into the hostess _____yes or no.

VII. Work Plan: List the steps, in order, you must follow to prepare your food and finish on time. Think through each step and strive for efficiency in completing your job on time.

THE TASKS TO BE DONE 1st DAY	THE TASKS TO BE DONE 2nd DAY	
1	1	
2	2	
3	3	
4	4	
5	5	

VIII. On the back of this sheet is a drawing of the way an individual cover should be set for the above menu.

IX. On the back of this sheet is a written evaluation of our meal.
1. Evaluate the appearance of the plate and table as a whole.
2. Evaluate the time management of your kitchen group as a whole.
3. Evaluate the palatibility of the meal or one dish in particular.

Lab

	KITCHEN #1					KITCHEN #2					KITCHEN #3					KITCHEN #4				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Plan sheet complete (5)																				
Washed hands before starting (5)																				
Busy at all times (5)																				
Knew how to do individual projects and followed plans (5)																				
Kitchen clean-up continuous (5)																				
Understood recipe and followed correctly (5)																				
Group worked well together and controlled talking (5)																				
All jobs completed at time scheduled (5)																				
Kitchen left in order before end of period (5)																				
Counter tops cleared & wiped clean																				
Range and sinks clean (5)																				
Equipment and dishes in place and food stored correctly (10)																				
Did extra jobs well (5)																				
Product Appearance (10)																				
Product Quality (10)																				
Product score sheet complete (10)																				

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Lab Evaluation of _____ Kitchen ___ Period ___

Group Members	Grade	Comments
1		
2		
3		
4		
5		

General Comments :

Lab Evaluation of _____ Kitchen ___ Period ___

Group Members	Grade	Comments
1		
2		
3		
4		
5		

General Comments :

COOK _____ 21.03
PERIOD _____
DATE _____

HOME COOKING LAB

RECIPE:

INGREDIENTS:

DIRECTIONS:

COOK'S COMMENTS:

JUDGE SHOULD EVALUATE THE FOLLOWING:	POOR	FAIR	GOOD
The cook assembled ingredients and utensils before starting.			
Did pre-preparation steps needed (preheat oven, boil eggs, melt butter, etc.)			
Measured ingredients properly (liquids in glass measuring cups and solids leveled off in dry measuring cups.)			
Followed directions carefully			
Cleaned up cooking area properly			

JUDGE: _____

JUDGE'S COMMENTS:

Kitchen Recipe	Pink	Green	Black	Blue	yellow
Appearance					
Taste					
Texture					
Color					
Temperature					

NEIGHBORHOOD AUCTION

In the "Neighborhood Auction," students choose the neighborhood characteristics they value most by bidding against classmates. Each student receives an imaginary $500 with which to bid.

Class may decide increments of bids (e.g., $10, $50, or $100). Also, students may decide if everyone must purchase characteristics, if students may acquire as many characteristics as funds allow, and if students may pool funds to make group purchases.

Two students should serve as accountants. Each will need a list of students in the class. One student should serve as auctioneer. The auctioneer will need a list of neighborhood characteristics and an object or illustration representing each characteristic.

Materials Needed: Class roster
Neighborhood characteristics transparency or handouts (one per student)
Play money (optional),
Objects/illustrations representing characteristics

Before the Auction

1. Select 2 accountants and 1 auctioneer.
2. Distribute materials to accountants and auctioneer.
3. Have class set bidding rules.
4. Allow 5 minutes for students to preview characteristics list/transparency.

During the Auction

The auctioneer will offer one characteristic at a time for bidding. The auctioneer may start the bidding. If no ones bids on a characteristic, the auctioneer may pass that item until the end. The auctioneer's decisions are final.

The accountants will record the characteristic purchase and amount paid next to the purchaser's name. They should notify auctioneer of any students who spend their $500 limit. They also may help the auctioneer keep track of bidding during action. The 2 accountants may NOT bid during the auction.

Follow bidding rules on bid increments, number of purchases, and group purchases.

After the Auction

Have accountants read the list of purchasers, purchases, and prices. Discuss the following:

a. What did you purchase that you really wanted?
b. What did you purchase that you didn't want?
c. Overall, are you pleased with your purchases? Why or why not?
d. How is bidding for characteristics in a auction similar to shopping for housing?

NEIGHBORHOOD CHARACTERISTICS

Near family	Near public transportation
Near shopping	Close to work
Quiet neighborhood	Status symbol
Space to entertain	Space for hobbies
More than one bathroom	More than one bedroom
Easy to clean and maintain	In good repair
Energy-efficient	Attractive grounds
Recreational facilities	Laundry facilities
Well-equipped kitchen	Storage space
Parking space	Safe and secure
Nicely decorated	Other residents of same age and interests

Decisions - Where to Live Name _____

List 5 nearest relatives and identify location of their homes as city, suburbs or country. The value of each answer is 20%.

1.
2.
3.
4.
5.

Now fill in the blanks:

_____% of my nearest relatives live in the city.
_____% of my nearest relatives live in the suburbs.
_____% of my nearest relatives live in the country.

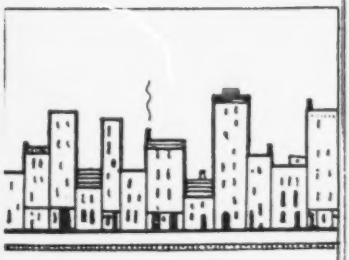
When I select my own home I would prefer to live in the _____.

Divide into 3 groups. Select a recorder and reporter. Group 1 will list advantages and disadvantages of living in the city; Group 2, suburbs; and Group 3, country.

Compare findings with "Decisions - Where to Live?" chart.

DECISIONS -

Where to live

Choices	ADVANTAGES	DISADVANTAGES
City 	* Widest range of housing prices * Largest selection of services and goods * Greatest number of entertainment and cultural opportunities * Greatest variety of jobs available at widest range of salaries * Greatest opportunities for meeting a variety of people from different social, economic, cultural, and ethnic backgrounds	* Large areas of substandard housi * Highest crime rates * Fewest outdoor facilities, such parks and gardens; fewest play areas for children * Highest levels of pollution, dir and noise due to industry, automobiles, and inadequate cleanup services * Overcrowded, transient; many ar lack sense of community and he create feelings of loneliness
Suburbs	* Most people own their own homes * Many open areas and parks; many play areas for children * Within reasonable distances of city jobs and attractions * Widest range of housing types available, from apartments to semi-farms	* Becoming heavily populated; poo housing design common * Dependence on cars creates heav traffic and energy waste
Country	* Cheapest land available * Strong sense of belonging and neighborliness * Least pollution, noise, and dirt * Plenty of open space and greatest opportunity to be outdoors * Opportunity to produce low-cost food and fuel * Low crime rates	* Fewest entertainment and cultur opportunities * Fewest community services and facilities * Least variety of services and goods * Fewest job opportunities * Inadequate zoning regulations

Home Sweet Home

Name _____

1. Names and Ocupations of Family Members | Ages | Relationships

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

2. Description of Family _____
_____
_____

3. Stage in Family Life Cycle _____

4. Current Housing Situation _____
_____
_____

5. Reasons for Choice _____
_____

6. Advantages of Current Situation _____
_____

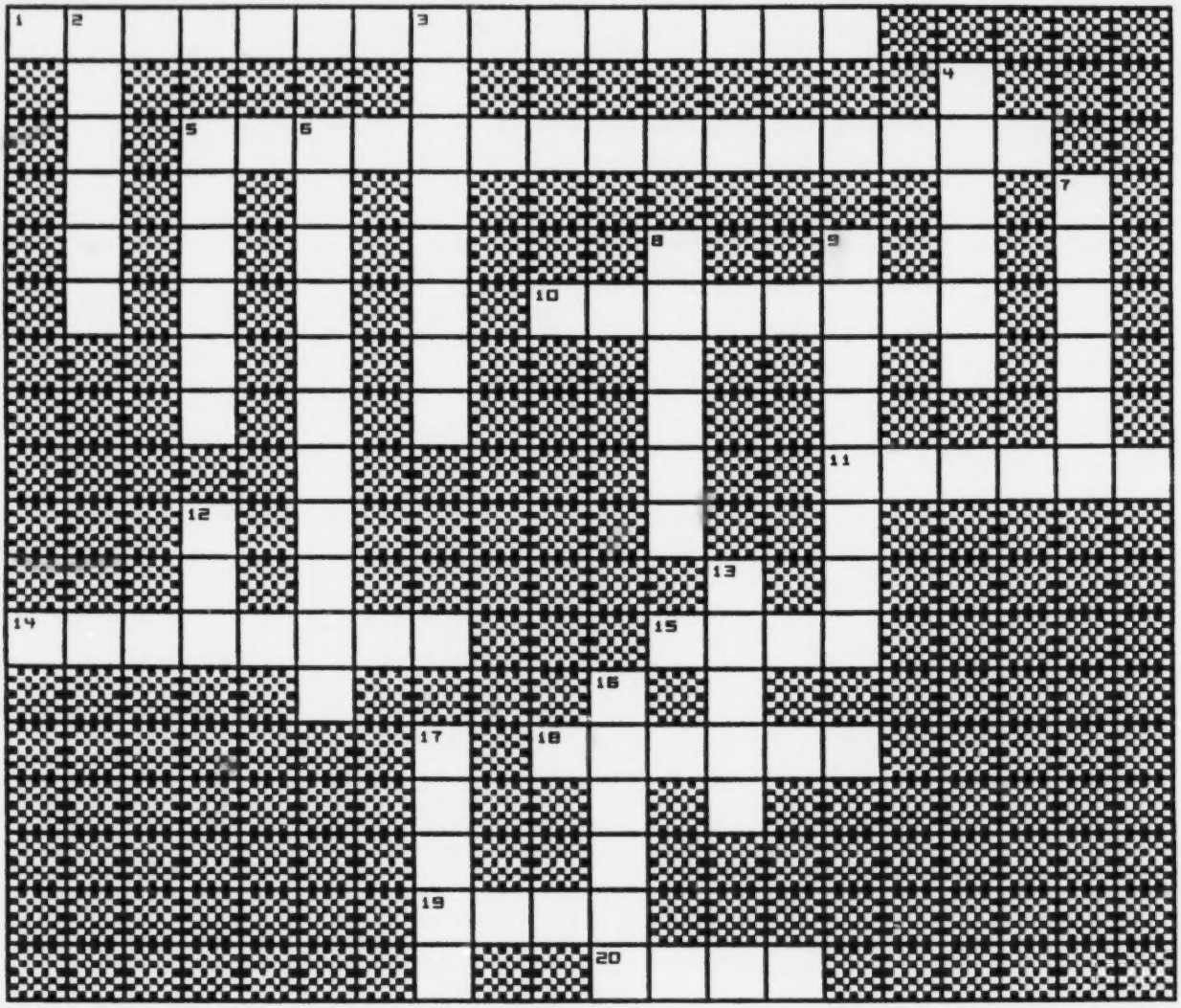
7. Disadvantages of Current Situation _____
_____

8. Desirable Neighborhood Characteristics _____
_____
_____

9. Future Housing Concerns _____
_____
_____

10. What does "home" mean to the family? _____
_____

LEGAL LANGUAGE



ACROSS CLUES

1. Type of deed offering the greatest protection to the buyer
5. A refundable payment covering any damages or unpaid rent
10. A purchase between lender and borrower for real property
11. Renter
14. Building or part of a building
15. A legal claim proving ownership of property
18. Owner or landlord
19. A hold or claim lender has on property
. Length of lease

DOWN CLUES

2. Amount of ownership of property increasing as mortgage is paid
3. Protection against faulty workmanship or materials used in home
4. A temporary agreement indicating serious intent to buy
5. To rent to someone else while you are away
6. A fee paid when title to real property is transferred
7. A statement of special conditions
8. Inability to fulfill the conditions of the lease
9. Lessor
12. Abbreviation for mortgage with fluctuating interest rate
13. A rental agreement
16. Person renting in a building
17. Deed showing proof of ownership

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WORD LIST: LEGAL LANGUAGE

ARM
BINDER
BREACH
CLOSINGCOST
CLAUSE
DEED
EQUITY
GENERALWARRANTY
LANDLORD
LESSEE
LESSOR
LEASE
LIEN
MORTGAGE
PREMISES
SECURITYDEPOSIT
SUBLET
TERM
TENANT
TITLE
WARRANTY

ANSWERS: LEGAL LANGUAGE

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Meeting Furniture Needs in a One-Bedroom Apartment

1. Hand out copy of one bedroom apartment to each student.

2. Discuss advantages and disadvantages of floor plan.
   Each student should list 5 advantages and 5 disadvantages of apartment.

3. Make up a location, address, and personal situation.

4. Make up a list of furniture needs.
   - 5 new pieces
   - 5 unfinished pieces
   - 5 thrift shop pieces
   - 5 family hand-me-downs

5. Hand out copy of templates to each student.

6. Arrange selected furniture templates on the floor plan.
   Utilize space between kitchen and half-bath.

7. List all closets and plan 5 articles you would store in each.

8. Determine the main traffic lanes.

9. Look at want ads in the newspaper and select one similar to your apartment.

10. What stage(s) of the life cycle would need to be met by this apartment?

YOUR FURNISHING NEEDS

Congratulations! You have finally moved into your first apartment! It has three rooms: a living room, dining/kitchen area, and a bedroom. Your task is to select furnishings for your apartment with a $2000 budget (including 6% sales tax). Select items from magazines or a sales catalog. Record choices and prices in the space provided. After pricing the items, answer the questions below.

Living Room	Price
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Dining/Kitchen Area	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Bedroom	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Subtotal	_____
6% sales tax	_____
TOTAL	_____

What did you not get that you wanted or needed?

List three other alternatives for furnishing your apartment instead of purchasing new items.

1.
2.
3.

BEGINNING ACTIVITY

Please follow directions carefully.

1. Write your name in the upper right hand corner of this sheet.
2. Write today's date in the upper left-hand corner of this sheet.
3. Mark the score you would like to make on this activity in the center of the top of the page.
4. Read the remaining directions carefully before proceeding further with the activity.
5. Write your middle name in parentheses under your name in the upper right hand corner.
6. Raise your hand until the group leader acknowledges you.
7. Draw a one inch square in the lower right-hand corner of this sheet.
8. Divide this square into four equal parts.
9. Stand up so that the group leader can see when you have reached this point in the activity. Sit down when the leader acknowledges you.
10. Make an "X" in the two lower divisions you made in the square at the bottom of the page.
11. Say aloud: "I am on number 11 now."
12. Make dollar signs in the upper two divisions of the square at the bottom of the page.
13. Announce the name of your favorite singer or singing group to the group.
14. Lightly knock on your desk in front of you three times.
15. Disregard all instructions given in items 5-14.
16. Keep your paper face up in front of you until the group leader asks for it.

HOW DO YOU RATE ON THE QUALITIES EMPLOYERS WANT???

Personal Qualities	Self Rating		
	Good	Fair	Poor
I enjoy learning			
I am flexible			
I communicate well			
I have a neat appearance			
I show initiative			
I display good manners			
I have self-confidence			
I accept responsibility			
I am reliable			
I follow directions			
I am honest			
I am on time			
I have a good educational foundation			
I am motivated			
I am cheerful			
I am considerate of others			
I am happy			
I smile easily			
I am enthusiastic			
I am cooperative			
I have a "can-do" attitude			

*** I am the kind of person employers want to hire!!

IMPORTANT FACTORS FOR COMPLETING AN EMPLOYMENT APPLICATION

1. Read all questions carefully before you answer them.
2. Always use ink.
3. Always print unless you are directed to write.
4. Complete the form neatly. Make no extra marks on the application.
5. Answer all questions CORRECTLY.
6. Answer all questions COMPLETELY.
7. Addresses should always include Street Number, or P.O. Box Number, or Route Number and Box Number, City, State and ZIP Code.
8. Always enter telephone numbers where asked for.
9. Leave no blanks:
   - If a question requires a yes, no, or none, enter the answer that applies.
   - If a question does not apply to you, enter NA, for Not Applicable.
10. When signing, your <u>signature</u> is always written in cursive.

Contacting Job Interviewers by Telephone

GIVE

WHO you are: _____

(WHO You want to talk to:)_____

WHAT you are calling about: _____

_____

WHERE you got your information: _____

_____

GET

(ASK if you may come in for an interview for the job.)

WHEN: Date _____

time: _____

WHERE: Address: _____

Location: _____

Room # _____

Floor # _____

WHO to see: _____

Their title: _____

(Thank the individual)

TELEPHONE TECHNIQUES

There will be several occasions in your job search when you will be required to use the telephone. Interviews in response to newspaper want ads are usually arranged via telephone rather than by writing. Employers frequently contact applicants via telephone. You may also want to use the telephone to follow up on letters to which you have not received responses in reasonable time or to follow up on leads provided by personal contacts.

It should be stressed that the telephone should never be used when a personal visit would be more effective. For example, when responding to a newspaper want ad, the sole purpose of the telephone is to schedule an interview, not to have an interview. One should never apply for a job over the telephone. Go in person, even if it means waiting until the employer has time for you.

Skillful use of the telephone is very important in the job search. It is frequently the first contact you will have with your prospective employer and the time you will be creating first impressions. The prospective employer will base a mental picture of what you are like on what you say and your voice qualities. A friendly, warm smile can be "heard" and so can a frown. A small, hesitating voice will foster certain negative impressions. A pleasant, warm and courteous voice will also create a certain image of you. What is your telephone image? The following pointers can improve your telephone skills.

1) Plan your call. Have the purpose of your call firmly in mind. Have at least a mental outline of the points you wish to cover.

2) Greet the person pleasantly. Identify yourself promptly and state the purpose of your call.

3) Speak distinctly, not rapidly, and keep your voice well modulated. Try to convey an attitude of friendliness, enthusiasm, and warmth. Put a "smile" in your voice, but talk naturally. Avoid sounding nervous and hesitant.

4) Listen attentively and acknowledge comments appropriately. If you don't catch something, ask the person to "Repeat that please." Verify important details and take notes if necessary.

5) Keep your call brief, but not hurried, and close the call pleasantly.

Like other skills, conducting telephone conversations usually improves with practice. You may want to rehearse what you want to say several times before actually placing a call.

When you are making the call, it's a good idea to jot down the person's name and mention it during the conversation when appropriate to make your relationship more personal.

Regardless of the outcome of your conversation, end with a friendly feeling. Even if you have not been successful, a pleasant attitude will help the prospective employer remember you for consideration should other openings occur.

PERSONAL APPEARANCE AND POISE

Grooming:

*Be neat and clean

*Check clothing, hair, ears, etc.

*Freshly bathed

*Used deodorant

*Hair neatly trimmed and combed

*Brush teeth - fresh breath

Clothing:

*Dress conservatively

*Avoid clothing styles that will detract the interviewer's attention from you as a person

*Clothing should be clean and pressed

*Suggested clothing for men:

dark suit (blue, dark grey, brown)

black or brown shoes (clean, not overly worn)

light shirt

plain tie

dark socks

no sunglasses

(remove your hat!)

*Suggested clothing for women:

dress, suit, pant suit (not too casual)

stockings

low-to-medium heeled shoes

no sunglasses

shoes clean and not overly worn.

How do you feel:

*Get a good night's rest the night before the interview.

*If you are ill, call and postpone your interview if possible.

The way to act:

*Be natural

*Be yourself

*Don't slouch - use good posture

*Be pleasant

*Be wide-awake intelligent listener

*Don't appear too tense or too relaxed!

What you say:

*Practice voice control

*Use good diction

*Use correct grammar

What you do:

*Be poised

*Watch your manners (these are as important as your qualifications)

*Don't do anything that would offend those you want to impress

*Control your emotions

*Don't smoke or chew gum

*Do ask pertinent questions

*Don't sit down until the interviewer asks you to be seated

NOTE: When preparing to go out to apply for a job, or to go for a job interview, give yourself the mirror test.

"Mirror, mirror on the wall,
Am I the most appropriately dressed of all?"

QUESTIONS THAT ARE OFTEN ASKED IN INTERVIEWS BY EMPLOYERS:

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. Tell me what you think a person does in the job for which you are applying?
4. What kind of courses did you take in high school, technical school, or college?
5. What subjects in school did you like best? Least?
6. Do you prefer working alone or with others?
7. Do you plan on future education?
8. What kind of preparation or qualifications do you have for this job?
9. What is your main strength? Your main weakness?
10. Have you made application for a job elsewhere?
11. Are you working now? If so, for whom? What do you do? For how long? Why are you leaving them?
12. Tell me about your past employment. (Duties, likes and dislikes, reasons for leaving)
13. How did you become interested in this company?
14. Do you smoke?
15. Do you drink?
16. Can you take instructions or criticism without feeling upset?
17. Would you be willing to work overtime?
18. Would you be willing to work shift work? Rotating shifts?
19. What job would you like most?
20. Tell me everything you know, good and bad, about this company?
21. When can you begin work?
22. What do you do with your spare time?
23. How do you feel about participating in company extra-curricular activities?
24. What do you think is the most important attribute of an employee?
25. Are there any questions you would like to ask?

REASONS PEOPLE ARE OFTEN REJECTED FOR A JOB

1. Failure to meet job requirements.
2. Failure to sell employer.
3. Improper dress and/or poor personal appearance.
4. Poor school record.
5. Poor attendance record.
6. Poor performance on employment and/or skill test.
7. Inability to project genuine interest in company and your place in it.
8. Unrealistic expectations regarding pay, position, hours, work conditions or advancement opportunities.

AFTER THE INTERVIEW

1. Evaluate how you did. Every interview should be used as a learning experience.
2. Keep a written record of every interview. Include date, time, place, interviewers name and any other pertinent information. This is valuable for follow-up etc.
3. Follow procedures established in interview for follow-up.
4. Keep irons in as many fires as possible. Persistance and patience pay off. (Some positions remain unfilled for long periods of time -- Some are never filled.)

FOLLOW-UP TELEPHONE CALL

After you have applied for a job, or after you have had an interview for a job, you will need to follow this up with a telephone call. Proper telephone technique and courtesy can make the difference as to whether you land the job.

HELLO, this is _____, may I speak to
(Your name)

_____?
(Name of person you wish to speak to)

(When this person answers, continue)

This is _____.
(Your name)

(1) I filled out an application for employment on _____.
(date)
I am very interested in working for you and I was wondering when I might come in for an interview? (Write down all information given to you)

(2) I was interviewed for a job as a _____
(name of job)
on _____.
(date)
I am very interested in working for you. Have you made a decision whether you are going to hire me? If the answer is negative, that is, "NO," or "we haven't decided yet," etc., ask -

When may I check back with you to find out for sure?

(Write down all information given to you)

Regardless of the answer you get, always be courteous and thank the individual for taking their time with you.

QUESTIONS YOU SHOULD ASK AT A JOB INTERVIEW

Employers expect you to ask questions. If you ask good questions, the employer will know that you are really interested in the job. Here are some questions you may want to ask if the employer hasn't offered the answers:

1. What will I do on the job?
2. Do I have the skills required?
3. Who will be your supervisor?
4. What are the working conditions?
5. What is the pay rate?
6. Does job require that I move?
7. If moving is required, who pays cost?
8. What hours are required?
9. Will I be required to work overtime, on weekends, or at night?
10. What are the dress requirements?
11. If uniforms are required, who buys them?
12. Is there an opportunity for advancement?
13. Is training and education opportunity available?
14. What are the fringe benefits?

Any questions of interest to you would be appropriate normally.